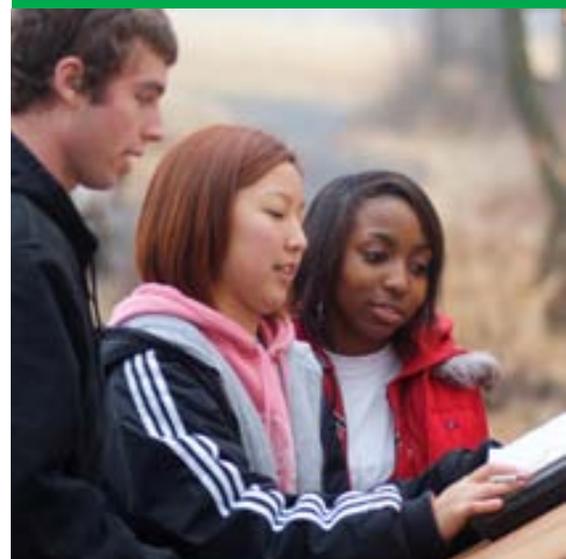


Learn and Serve America

Performance Report for
Program Year 2005–2006

March 2007



Corporation for
**NATIONAL &
COMMUNITY
SERVICE** 



Our Mission:

*Improve lives, strengthen
communities, and foster
civic engagement through
service and volunteering*

The **Corporation for National and Community Service** (hereinafter “the Corporation”) provides opportunities for Americans of all ages and backgrounds to serve their communities through three programs: Senior Corps, AmeriCorps, and Learn and Serve America. Together with the USA Freedom Corps, the Corporation is working to build a culture of citizenship, service, and responsibility in America.

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The report is also available on the Corporation’s website at: <http://www.nationalservice.gov>.

The report meets the **Americans with Disabilities Act (ADA)** compliance standards. Upon request this report will be made available in alternate forms for persons with disabilities.



This report was prepared for the Corporation for National and Community Service
by Westat of Rockville, Maryland under Contact No. CNSHQCO3003.

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Introduction and Terms and Definitions

Learn and Serve America Performance Report

Program Year 2005-2006

This report, *Learn and Serve America Performance Report for Program Year 2005-2006*,¹ provides program data for those organizations that received funds from Learn and Serve America for the 2005-2006 program year (spanning July 1, 2005 through June 30, 2006)². The report illustrates where Learn and Serve funds are distributed, how many participants are being engaged in Learn and Serve-funded activities, and the extent of institutionalization for organizations that receive support through Learn and Serve America. The data presented in the report are taken from the annual data collection system, Learn and Serve Systems Information Exchange (LASSIE)³.

The report begins with an introduction to the Corporation for National and Community Service, the nation's largest grantmaker supporting service and volunteering. The mission and goals of Learn and Serve America are then summarized, followed by a description of the program's funding mechanisms. The introductory section concludes with terms and definitions that characterize Learn and Serve America. Following this introductory material is the body of the report, which consists of a comprehensive section depicting Learn and Serve America's *K-12 Formula* grant program in the form of state profiles, and sections that depict Learn and Serve America's *K-12 Competitive*, *Higher Education*, and *Community-Based Organization* grant programs. Appendixes containing more detailed data conclude the report.

Corporation for National and Community Service

The Corporation for National and Community Service was established in 1993 to engage Americans of all ages and backgrounds in community-based service. The Corporation supports a range of national and community service programs, providing opportunities for individuals to serve full- or part-time or as part of a team. The Corporation's three major service programs are AmeriCorps, Senior Corps, and Learn and Serve America. Together with USA Freedom Corps, the Corporation works to foster a culture of citizenship, service, and responsibility in America.

Learn and Serve America's Missions and Goals

Learn and Serve America encourages civic participation and volunteerism throughout the country by supporting service-learning programs that help more than one million students meet community needs while improving their academic skills and learning the habits of good

¹ This report was prepared for the Corporation by Westat, Rockville, Maryland, under contract number CNSHQCO3003.

² The reader comparing data from the 2004-2005 Learn and Serve America Performance Report with the current report may notice some marked differences in a state's data between the two reporting years. For example, in 2004-2005, Illinois reported subgranting Learn and Serve America funds to 162 entities; this year, the state reports 41 subgrantees and sub-subgrantees. Such differences typically are not the result of reporting error, but are due to changes in a state's subgranting strategy, e.g., larger subgrant awards to fewer recipients.

³ Learn and Serve America's data collection system is a web-based system. Copies of the LASSIE survey instruments and a public-use data set can be found on the LASSIE web site: www.lsareports.org.



citizenship. For more than a decade, Learn and Serve America programs have integrated service with school curricula, a practice known as service-learning. In effective service-learning programs, both learning and service are emphasized. For example, students in quality service-learning programs are graded on what they learn, as they would be in any class. At the same time, they are expected to carry out service projects of genuine benefit to the community. All Learn and Serve America programs are required to specify the ways in which they will foster the development of program participants' civic knowledge, skills, responsibility, and civic engagement.

Learn and Serve America resources are available in the form of grants to state education agencies, nonprofit organizations, colleges and universities, Indian Tribes and U.S. Territories, and State Commissions on National and Community Service. These grantees act as intermediaries, providing subgrants, training, technical assistance, evaluation, and administrative help to local programs. These local programs, in turn, establish partnerships between schools and community-based organizations by engaging students, teachers, and volunteers to meet critical local needs.

How Funds Are Distributed and Used in Learn and Serve America

Learn and Serve America has three main categories of grants: *K-12 School-Based* grants, *Higher Education* grants, and grants to *Community-Based Organizations*. In the following paragraphs, we describe the ways in which these funds are distributed and offer examples of ways in which the grants affect local communities.

K-12 School-Based Grants

There are two types of K-12 School-Based grants: *Formula* and *Competitive*. In the *K-12 Formula* award program, funds are made available to all 50 states,⁴ the District of Columbia, and Puerto Rico on the basis of a population-based funding structure. Formula grants are awarded to state education agencies that, in turn, distribute these funds within their state. By contrast, *K-12 Competitive* funds are awarded on the basis of a competitive grant process. Grantees may include state education agencies, as well as Indian Tribes and U.S. Territories and nonprofit organizations.

All grantees—whether Formula or Competitive—are required to provide subgrants to school districts and individual schools for the operation of service-learning programs. Grantees also offer training and technical assistance, evaluation, and administrative help to local programs. In some cases, the recipients of these subgrants may opt to grant part or all of their funds to other school districts or individual schools. Throughout this report, these “third tier” recipients of funds are referred to as sub-subgrantees.

- In Valparaiso, Indiana, high school students who completed a 24 hour Community Emergency Response Team (CERT) course were recognized as leaders in the field of disaster preparation. Before completing the CERT course, these students participated in emergency drills and, after completing their training, students gained the skills needed to take on such jobs as Incident

⁴ While funds are made available to all fifty states, Wyoming and South Dakota did not apply for funding for the 2005-2006 program year.



Commander, Liaison Officer, and Safety Officer. During the school's annual mock disaster, these students took the lead in setting up triage centers and reunification points. Through this program, students became integral decisionmakers and leaders. School officials now include students in the creation of and improvements to their disaster preparedness plans.

- In southern Indiana, students in grades K-6 at Eastern Greene Elementary worked together to develop a service project that would help to make their school safer. With the help of their teacher, they researched existing programs on school safety and designed a plan to educate students and parents. The students proposed adopting Students Against Violence Everywhere (SAVE, a national anti-bullying campaign) as a model. A 20-student SAVE advisory board was created by the students, and within one year of operation the school received the National SAVE Chapter of the Year Award. These students have now presented their bullying prevention and safe schools program to all elementary and middle schools in their district.

Indian Tribes and U.S. Territories Grants. Up to 3 percent of *K-12 Competitive* funds are set aside specifically for Indian Tribes and U.S. Territories. Grantees may operate direct service-learning programs, subgrant funds to Tribal or U.S. Territory schools, and/or develop partnerships with organizations to operate programs. Grant funds can be used to operate service-learning programs that engage K-12 students, implement teacher training or program evaluation, or support service-learning coordinators.

- In a remote area in Michigan's Upper Peninsula, students at The Nah Tah Wahsh Public School Academy (Hannahville Indian School) constructed a much needed 1.5 mile woodland trail that connects two subdivisions with the school, youth center and various other community buildings. The trail provides pedestrians with a safe alternative route to the busy roadway. In conjunction with the Fumee Lake Commission, the students are maintaining, constructing, and upgrading at least four trail systems, including the addition of exhibits, signs, and benches along the trails. The trails contribute to the economic development of the community by attracting tourism, and the students have developed a web site, www.uptrails.org, which contains trail information, a forum for nature trails in the Upper Peninsula of Michigan, and a public calendar posting upcoming events. In addition to the trails, the students are involved in projects on mentoring, gardening, entrepreneurship, housing, and the retention of tribal history and culture. They met with Michigan's Governor Jennifer Granholm and the Tribal Chairpersons from the twelve nations of Michigan during an economic summit hosted by the local tribe, where the students presented the Governor and Tribal Chairpersons with traditional Native American baskets filled with locally produced goods.
- Students at George Washington High School in the U.S. Territory of Guam are involved in environmental service-learning projects in the local community. They have painted messages on storm drains reminding the public to protect local reefs from pollution by not dumping oil or other waste into the storm drains; planted tree seedlings to prevent soil erosion and silt settling on the reefs; tested the water quality weekly at Guam beaches; performed cleanups of the beaches and roadsides; performed in marine awareness parades, and recycling skits at the University of Guam Fine Arts Theater; and helped to organize an International Coastal Cleanup that recruited islanders in a cleanup of the beaches around the entire island of Guam.



Students have also performed services on their campus, including school beautification and environmental mural paintings; marine awareness displays that focused on current Guam environmental concerns; banners with “protect the reef” slogans displayed around the campus; an Earth Day Island Pride Festival which featured educational displays with interactive games and prizes focusing on Guam’s sea life; weekly collection of aluminum cans; and paper recycling collection campaigns.

Higher Education Grants

Higher Education grants are awarded in two different ways. First, funds may be awarded to institutions of higher education (colleges, universities) that operate service-learning programs within their individual institution. These grants are referred to as *Higher Education Individual* grants. *Higher Education Consortia* grants are made to a lead organization, which may be a college, university, or nonprofit organization, for a consortium of higher education institutions. With these *Higher Education Consortia* awards, the lead institution serves as the grantee with fiscal responsibility for administering the grant and subgrants to other colleges and universities within the consortium for the promotion of service-learning activities.

- Students in the Educational Opportunities Summer Bridge Program (EOP) at California State University, East Bay engaged in a service-learning project that placed them in the role of “college bound mentor.” The EOP connected these college students with youth from Camp Sweeney, a low-security juvenile detention center in San Leandro. During a five-week summer program, the students planned two on-campus events for the Camp Sweeney youth. The events included a full day of speakers, activities, and a campus tour, while the college students shared their own experiences and challenges that they have faced in gaining a college education. The students also participated in service-learning seminars which included discussions of service learning, identity, privilege, and power.
- At the University of California, San Francisco, college students who were enrolled in a health course served in the community of Bay View Hunter’s Point in San Francisco, a community that lacks high quality health care access. Together with resident doctors and teachers, the students partnered with residents of the Bay View Hunter’s Point community to improve health care access in the neighborhood. The students also worked with doctors to prepare and facilitate workshops about reproductive anatomy, STD/HIV transmission and prevention, and the effects of alcohol and drugs. Through the program, doctors reported that youth from the community gained the knowledge and skills to make better life choices on issues that affect their health. The students found that the experiences improved their own understanding of public health issues and their own well-being, and increased their interest in entering into the health profession.

Community-Based Organization Grants

Community-Based grants are available to state service commissions and national and regional nonprofit organizations. These awardees, in turn, establish subgrants with local nonprofit organizations, school districts, and individual schools. For the purposes of this report,



distinctions have been made between *Community-Based State Commission* grants, which may be state agencies or nonprofit organizations, and *Community-Based Nonprofit* grants, which include other regional and national nonprofit organizations.

- Located in a small rural community on Whidbey Island in the Puget Sound, the South Whidbey Community Engagement Center (CEC) serves as a “bridge” between schools and the community and supports mentoring, tutoring, and classroom-based programs. With the help of a Service-Learning Northwest Rural Engagement and Partnership subgrant, the center has engaged K-12 and higher education students to establish the nonprofit “Island Coffee House and Books,” a business dedicated to providing job training for local youth, as well as a multi-generational gathering place for the community. In addition to weekly musical events, poetry readings, and other programs, the nonprofit organization trains baristas and book selling youth, who earn high school credit for their participation. They also run a “Youth in Philanthropy” program, in which the youth baristas save their tips and, at the end of the year, use these tips to provide grants to local youth-serving organizations.

Terms and Definitions for Learn and Serve America

Community-Based Grants. Through a competitive process, community-based awards are made to nonprofit organizations and to State Commissions on National and Community Service. Recipients then establish subgrants with public or private nonprofit youth-serving organizations, as well as K-12 schools and school districts, to create or replicate service-learning programs. The grantees may also provide training and technical assistance to these local programs. Community-based grants are used to build partnerships with K-12 schools and higher education institutions to engage school-age youth (ages 5-17) in service-learning activities.

- **Community-Based Organization – Nonprofit.** Community-based grants are made to regional and national nonprofit organizations on a competitive basis. A grantee organization may subgrant its awarded funds across two or more states.
- **Community-Based Organization – State Commissions.** Community-based funds are competitively awarded to state service commissions, which then subgrant the funds to nonprofit organizations within their states.

Higher Education Grants. Through a competitive granting process, the Corporation awards funds directly to individual colleges and universities or to higher education consortia to create and strengthen programs and courses at higher education institutions that integrate community service with academic study. Grants support partnerships between higher education institutions and the local community. Higher education institutions may also conduct research and evaluation, provide technical assistance, and supplement Federal Work-Study programs that focus on community service.

- **Individual Colleges and Universities.** A portion of Learn and Serve America higher education funds is distributed to colleges and universities that use the grant funds to support service-learning activities within the college and university. Colleges and universities reported under the Individual Higher Education grants do not subgrant any of their funds to other institutions.
- **Consortia.** Learn and Serve America higher education funds are also allocated to colleges and universities in the form of consortia grants. In the case of consortia grants, a college, university, or nonprofit organization, such as Campus Compact, serves as the grantee with fiscal responsibility for administering the grant. Consortia grantees use the funds and provide subgrants to colleges and universities for service-learning activities, training and technical assistance, curriculum development, research, and evaluation.



Indian Tribes and U.S. Territories Grants. Up to 3 percent of *K-12 Competitive* funds are set aside for Indian Tribes and U.S. Territories. Grantees may elect to either subgrant or directly operate service-learning activities in Tribal or U.S. Territory schools. Tribal and U.S. Territory grantees use the grants and subgrants to work in partnership with local organizations to implement service-learning activities for students ages 5 to 17. They may also use funds for teacher training, program evaluation, or to support service-learning coordinators. Data reported by Indian Tribes and U.S. Territories are reported through the *K-12 Competitive* grant profile.

Individual School and School District Programs. Under the *K-12 School-Based* grants, funds may be subgranted to either an individual school or a school district to operate service-learning projects in one or more classrooms. For this report, school and district data indicate that Learn and Serve funds were administered at either the school or the district level; however, in either case, activities or service-learning projects are carried out within classrooms. Although reporting is done at the school and school district level, this does not mean that service-learning activities are being conducted throughout the entire school or school district.

Institutionalization and the Institutionalization Index. Learn and Serve America encourages its grantees and subgrantees to adopt service-learning as a strategy to strengthen civic engagement and academic performance. Based on the field's understanding of the various policies and practices that support the institutionalization of service-learning, the Institutionalization section is intended to demonstrate the extent to which Learn and Serve grantees have succeeded in developing service-learning programs that will last beyond the grant period. An Institutionalization Index was calculated to allow comparison among states for K-12 programs.

K-12 School-Based Grants. School-based programs are funded through *K-12 Formula* grants and *K-12 Competitive* grants. Grantees make subgrants to schools and school districts to create or replicate service-learning programs in classrooms throughout their state. Schools and school districts use the grants and subgrants to work in partnership with local organizations to implement service-learning activities for students ages 5 to 17. Schools and school districts may also use funds for teacher training, program evaluation, or to support service-learning coordinators.

- **K-12 Formula Grants.** Formula grants are distributed to state education agencies according to a population-based formula. Learn and Serve America formula grants are available to all 50 U.S. states, the District of Columbia, and Puerto Rico. State education agencies must submit an application to Learn and Serve America in order to receive formula funds (for the 2005-2006 program year, Wyoming and South Dakota did not request *K-12 Formula* funds). The state education agencies typically subgrant to local education agencies which, in turn, subgrant to schools and school districts that administer service-learning programs.

- **K-12 Competitive Funding.** Competitive funds are available to state education agencies, schools, state service commissions, nonprofit organizations, and Indian Tribes and U.S. Territories to create or replicate service-learning programs at schools and educational nonprofit organizations and to train teachers, administrators, adult volunteers, service-learning coordinators, and students in service-learning. Typically, competitive grants are focused on a specific topic of interest; for example, competitive funds are designated to fund programs that focus on community, higher education, and school partnerships (CHESP) and homeland security.

LASSIE (Learn and Serve Systems Information Exchange). LASSIE is the annual data collection instrument for Learn and Serve's grantees, subgrantees, and sub-subgrantees that operate service-learning activities. Data collection is conducted via a web-based survey at www.lsareports.org. Copies of the LASSIE survey instrument, as well as a public-use data set, can be found on the web site.

Learn and Serve America. Learn and Serve America encourages civic participation and volunteerism throughout the country by supporting service-learning programs that help more than one million students meet community needs while improving the students' academic skills and teaching them the habits of good citizenship. These resources are available to state education agencies, nonprofit organizations, colleges and universities, Indian Tribes, U.S. Territories, and State Commissions on National and Community Service. These grantees act as intermediaries, providing subgrants, training, technical assistance, evaluation, and administrative help to local programs. These local programs, in turn, establish partnerships between schools and community-based organizations by engaging students, teachers, and volunteers to meet critical local needs.

Learn and Serve Program. For the purposes of this report, the term *program* is used to indicate a school, school district, nonprofit organization, or higher education institution that receives Learn and Serve funds and uses those funds directly to operate service-learning activities. A program may be a grantee, subgrantee, or sub-subgrantee of Learn and Serve funds.

Learn and Serve Project. For the purposes of this report, a Learn and Serve *project* is a subcategory of a program and is used to indicate a set of service-learning activities that take place within a school, organization, or institution that is funded in whole or in part by Learn and Serve America funds. There may be multiple projects within a Learn and Serve program; for example, a higher education program may distribute its Learn and Serve America funds to multiple classrooms, where the sets of activities that take place within each classroom would be considered separate projects.

Service-Learning. Service-learning is defined through the Learn and Serve America statute as an educational method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated within an elementary school, secondary school, institution of higher



education, or community service program, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participant is enrolled; and provides structured time for the students or participants to reflect on the service experience. [42 U.S.C. 12511]

Service-Learning Participant. Service-learning participants are those individuals who learn and develop through active participation in a service-learning program as defined by Learn and Serve America's statute (see definition of service-learning). For K-12 school and community-based programs, participants include students ages 5 to 17 while, in higher education programs, participants include students, faculty, staff, and community members who participate in service-learning activities.

Typical Grantee. For *K-12 Competitive, Higher Education Individual and Consortia, and Community-Based Nonprofit and State Commission* grants, data are provided for the typical grantee or a representation of the median or average data for all grantees. When calculating data for the typical grantee, data reported by all programs under each grant are aggregated and the average or median is calculated at the grantee level. For example, when reporting the number of service-learning participants for the typical grantee, the number of service-learning participants reported under each grant is aggregated, and the median total number of service-learning participants at the grantee level is reported. When data are reported by percentages, the average is calculated after aggregating program data for each grantee. Note: *Higher Education Individual* grantees do not subgrant their funds; therefore, for this grant type, data at the grantee level include only the individual higher education institution.

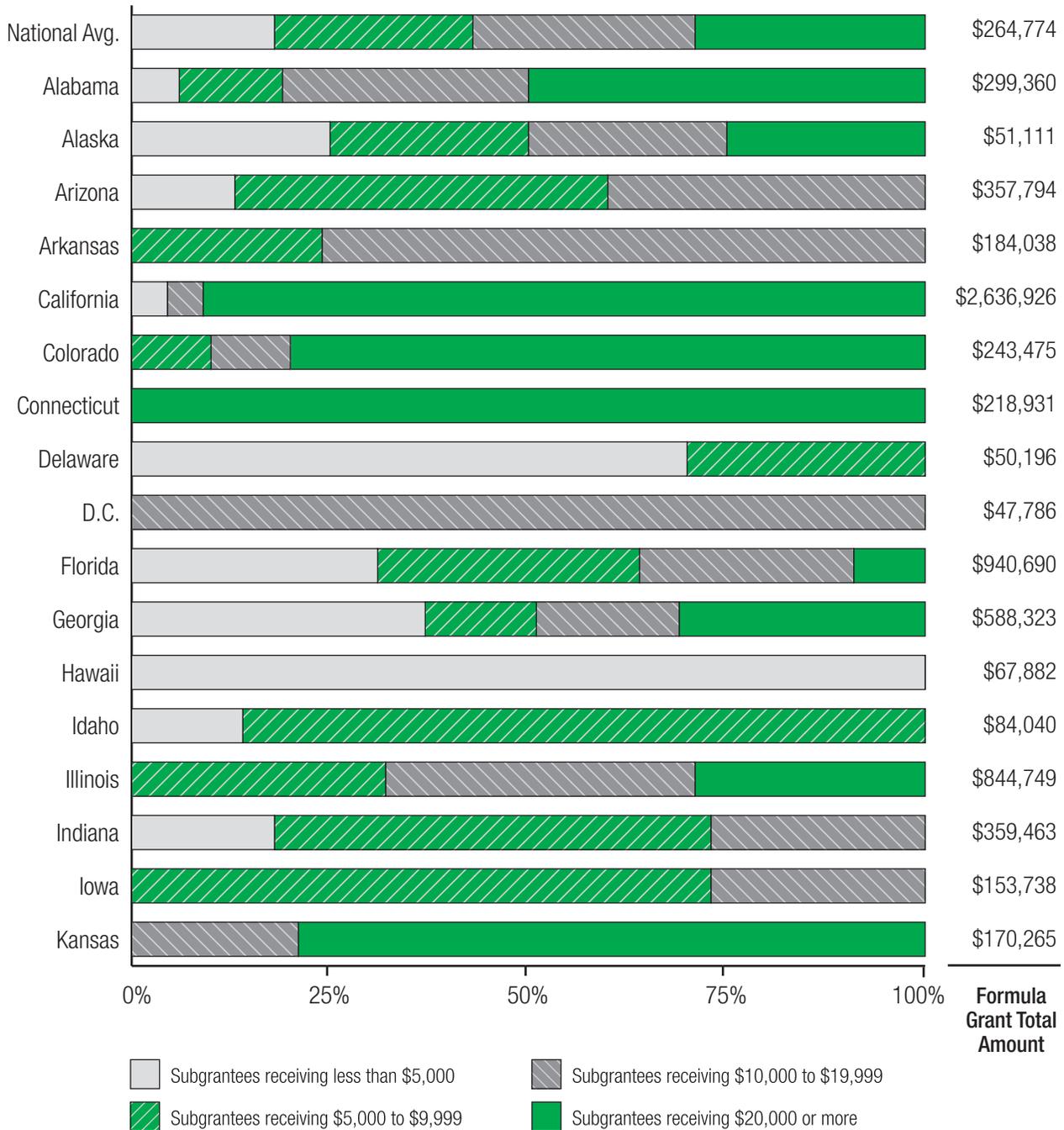


K-12 Formula-Funded Grants

Learn and Serve America

Formula-Funded K-12 Programs

Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2005-2006*



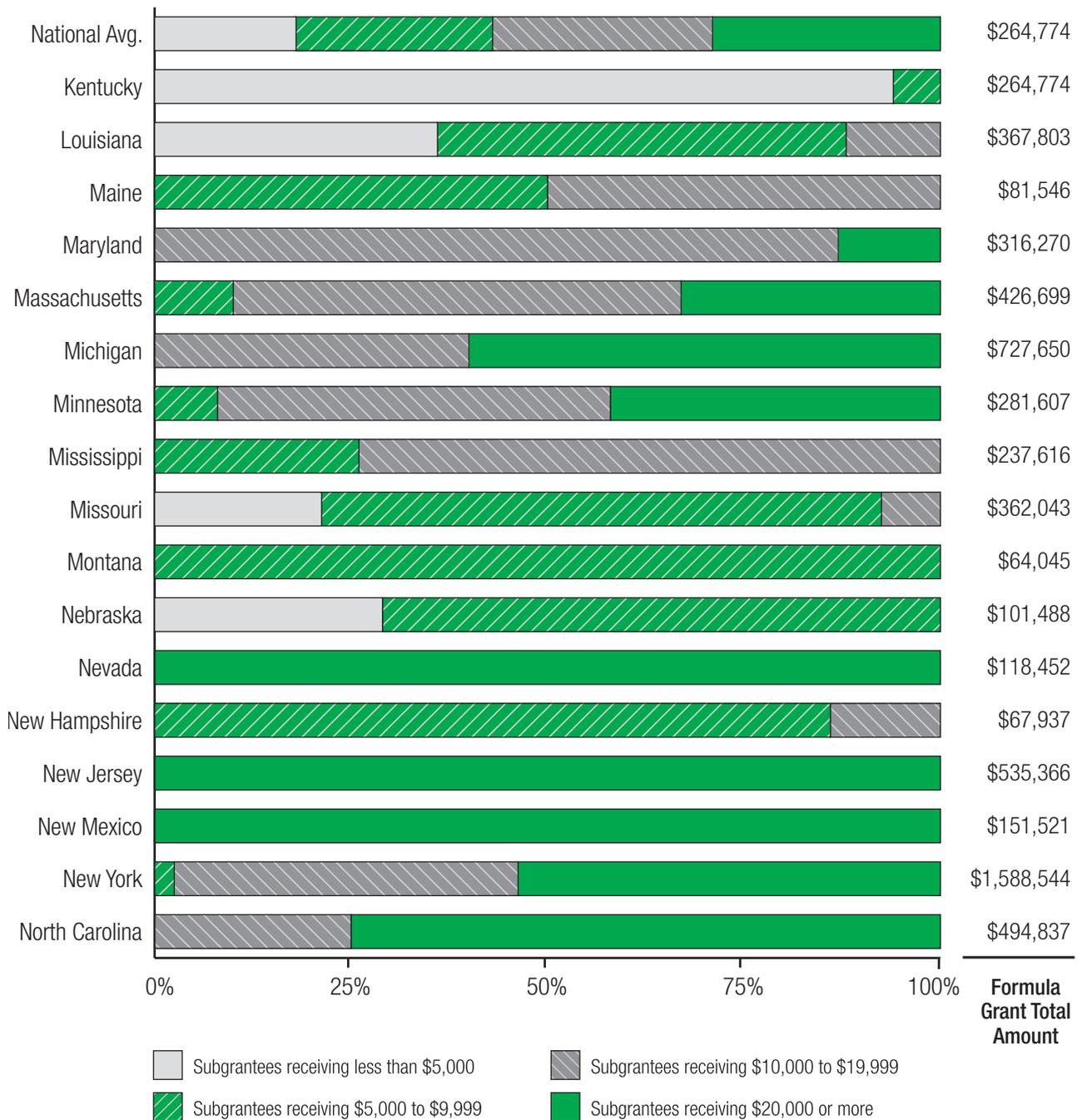
* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006. Includes local subgrantees and sub-subgrantees.

† For specific percentages, refer to Appendix 1, pp. a-2 & a-3.

Learn and Serve America

Formula-Funded K-12 Programs

Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2005-2006*



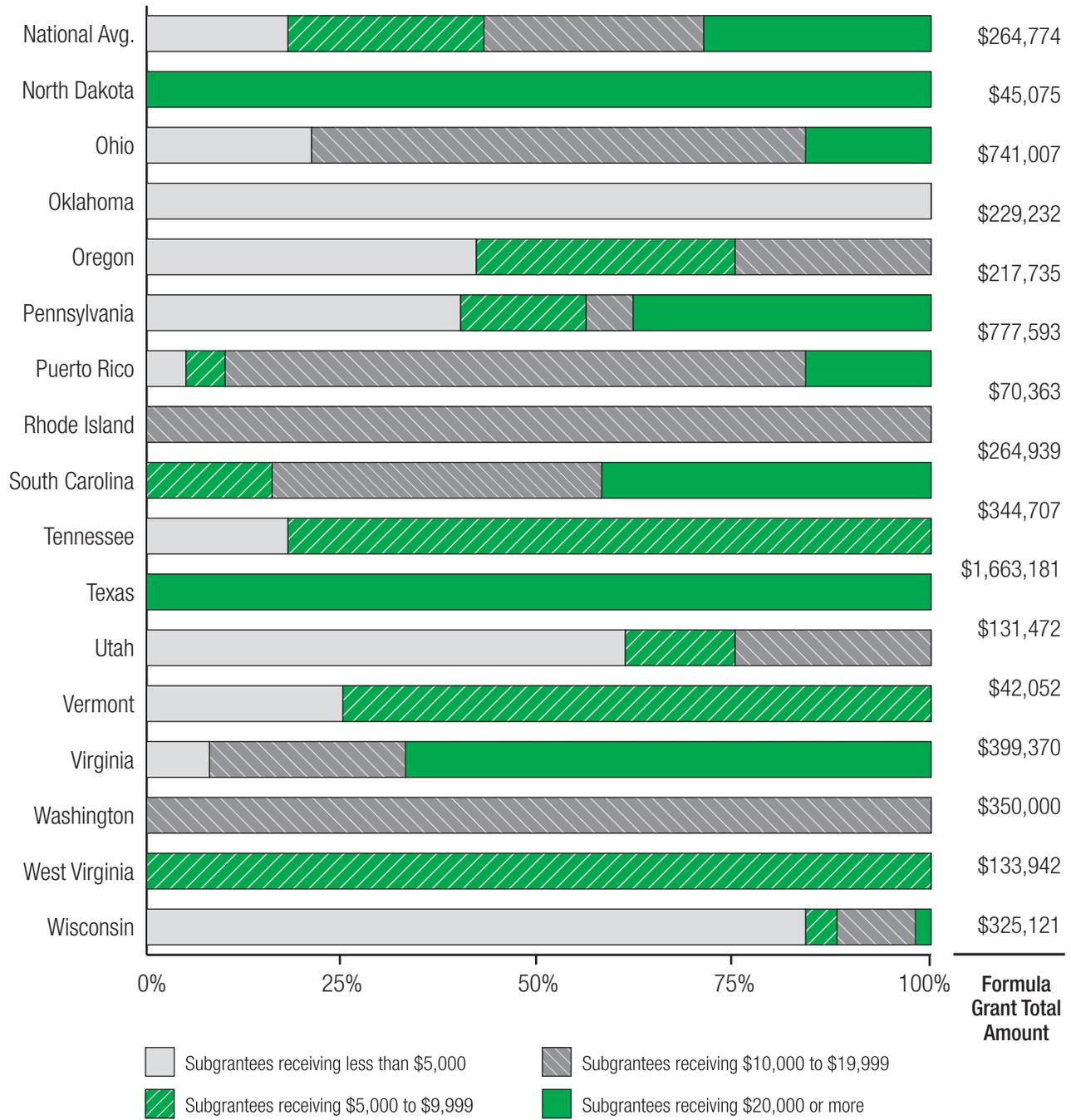
* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006. Includes local subgrants and sub-subgrants.

† For specific percentages, refer to Appendix 1, pp. a-2 & a-3.

Learn and Serve America

Formula-Funded K-12 Programs

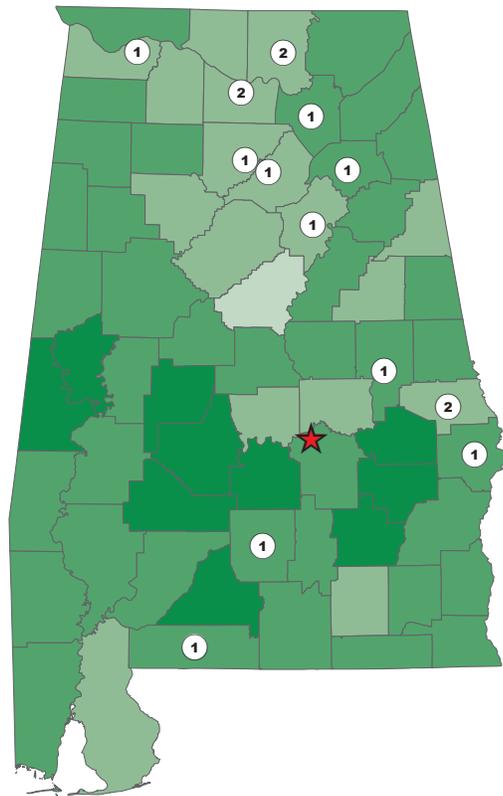
Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2005-2006*



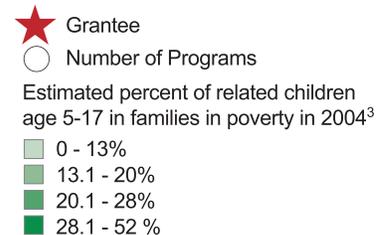
* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006. Includes local subgrantees and sub-subgrantees.

† For specific percentages, refer to Appendix 1, pp. a-2 & a-3.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Alabama:
16 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Alabama, 2005-2006: \$299,360

Learn and Serve America Student and Adult Participants		
	Alabama	National Median⁴
Number of student participants	9,053	5,373
Median number of student participants per program	429	226
Total number of service hours	240,399	100,248
Number of teachers/staff involved with Learn and Serve programs	254	292
Median number of teachers/staff per program	8	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

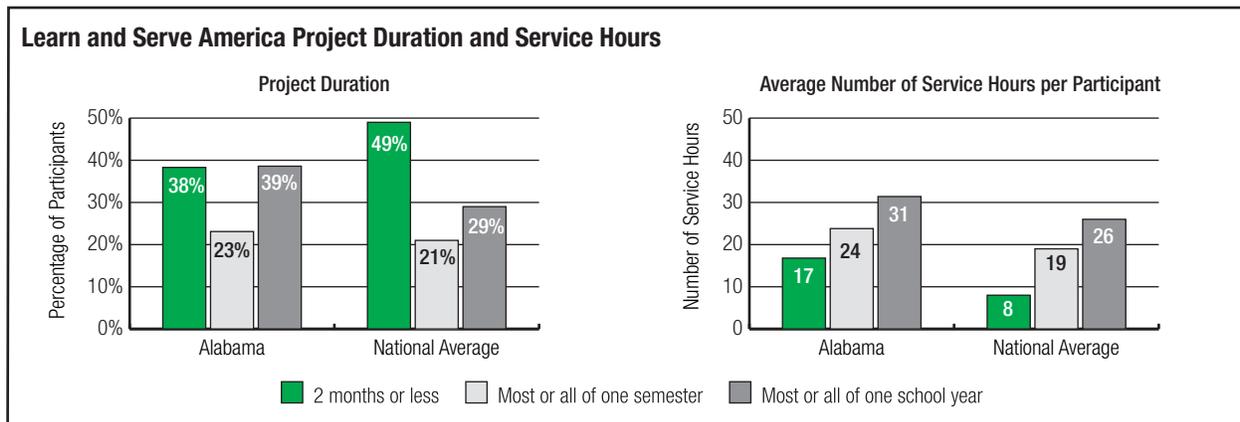
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Alabama; data tables however, are based on the number of programs that submitted reports through LASSIE. For Alabama, 16 of 16 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Alabama	Percent School Age (5-17 years old) ² Population in Alabama
Ethnicity: Hispanic / Non-Hispanic Participants	5.5% / 94.5%	2.8% / 97.2%
Race		
Native American/Alaskan Native	0.3%	0.5%
Asian American	0.3%	0.8%
Black or African American	45.6%	31.9%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	43.8%	65.5%
Two or More Races	9.9%	1.3%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Alabama	National Average	Alabama	National Average
Has a Service-Learning Advisory Board	69%	51%	0.69	0.51
Has a Service-Learning Coordinator ⁴	60%	66%	0.60	0.66
Service-Learning is part of the Strategic Plan	62%	77%	0.62	0.77
Service-Learning is part of the Core Curriculum ⁵	43%	54%	0.43	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	63%	52%	0.63	0.52
Institutionalization Index Score Total			2.97	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Alabama, 1.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

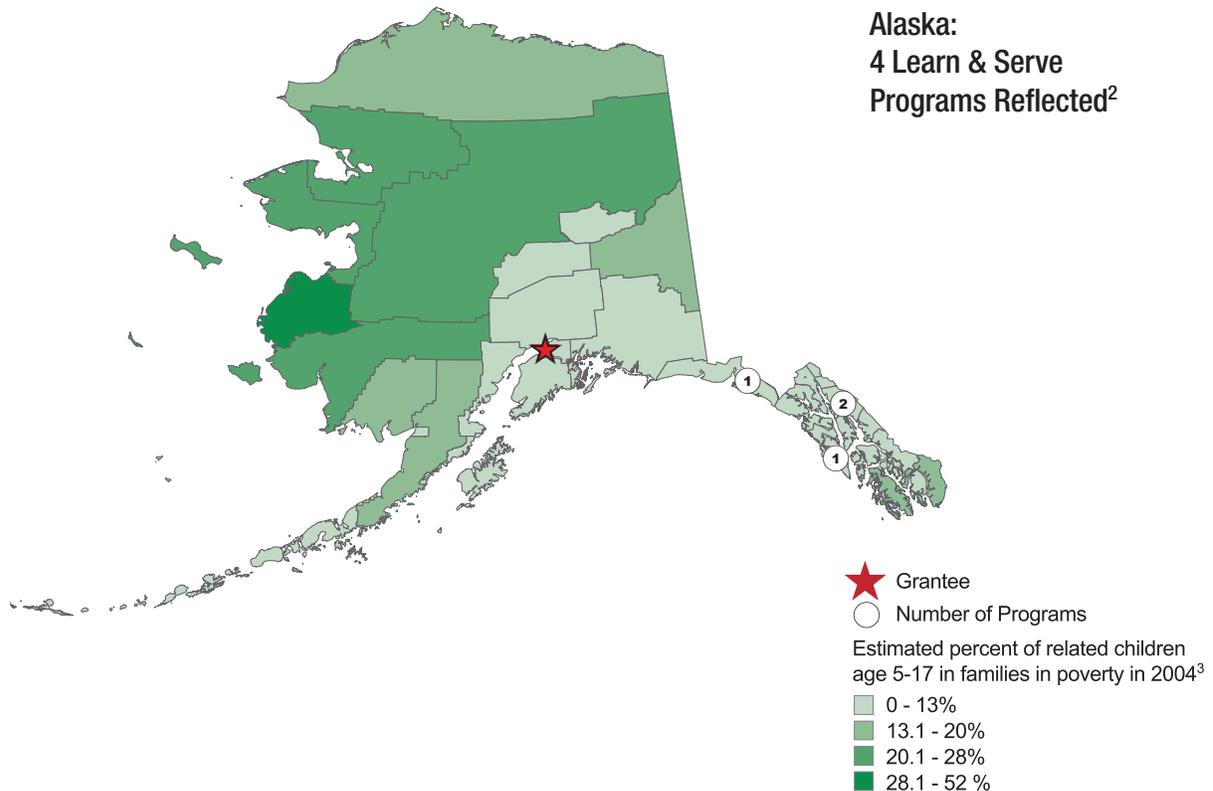
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Alaska, 2005-2006: \$51,111

Learn and Serve America Student and Adult Participants		
	Alaska	National Median⁴
Number of student participants	285	5,373
Median number of student participants per program	100	226
Total number of service hours	2,475	100,248
Number of teachers/staff involved with Learn and Serve programs	11	292
Median number of teachers/staff per program	4	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

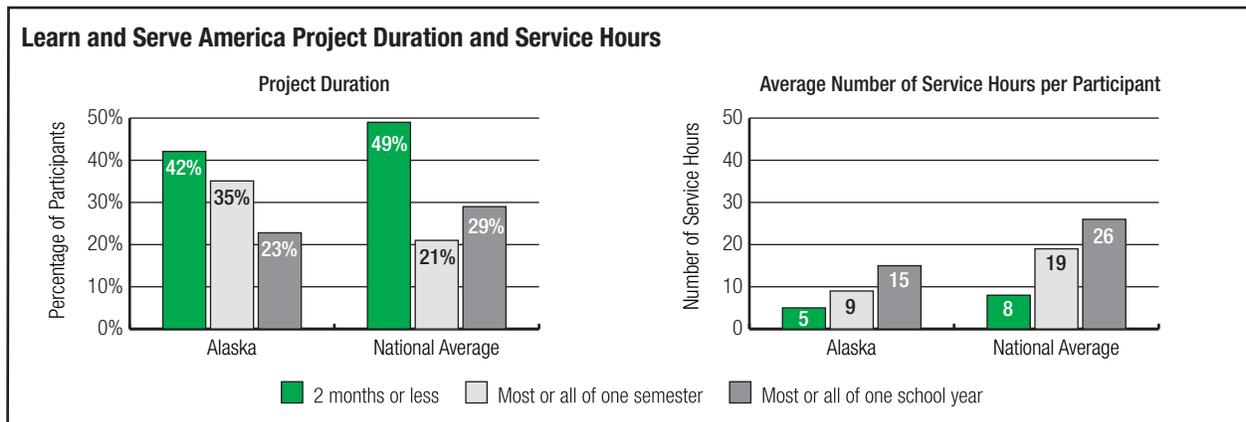
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Alaska; data tables however, are based on the number of programs that submitted reports through LASSIE. For Alaska, 3 of 4 (75.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Alaska	Percent School Age (5-17 years old) ² Population in Alaska
Ethnicity: Hispanic / Non-Hispanic Participants	2.5% / 97.5%	6.0% / 94.0%
Race		
Native American/Alaskan Native	47.7%	20.1%
Asian American	2.9%	4.1%
Black or African American	1.4%	4.0%
Native Hawaiian/Pacific Islander	0.7%	0.8%
White	34.8%	62.6%
Two or More Races	12.6%	8.5%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Alaska	National Average	Alaska	National Average
Has a Service-Learning Advisory Board	33%	51%	0.33	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	67%	77%	0.67	0.77
Service-Learning is part of the Core Curriculum ⁵	67%	54%	0.67	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	0%	52%	0.00	0.52
Institutionalization Index Score Total			2.67	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Alaska, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

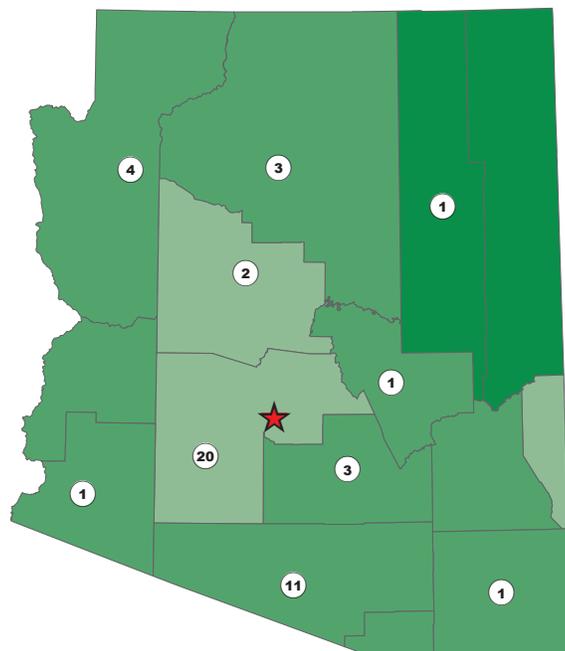
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

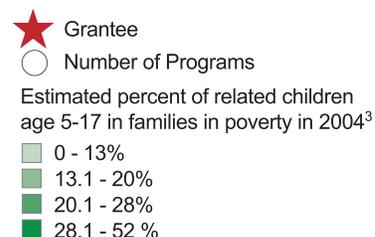
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Arizona:
47 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Arizona, 2005-2006: \$357,794

Learn and Serve America Student and Adult Participants		
	Arizona	National Median⁴
Number of student participants	6,541	5,373
Median number of student participants per program	68	226
Total number of service hours	185,449	100,248
Number of teachers/staff involved with Learn and Serve programs	372	292
Median number of teachers/staff per program	5	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

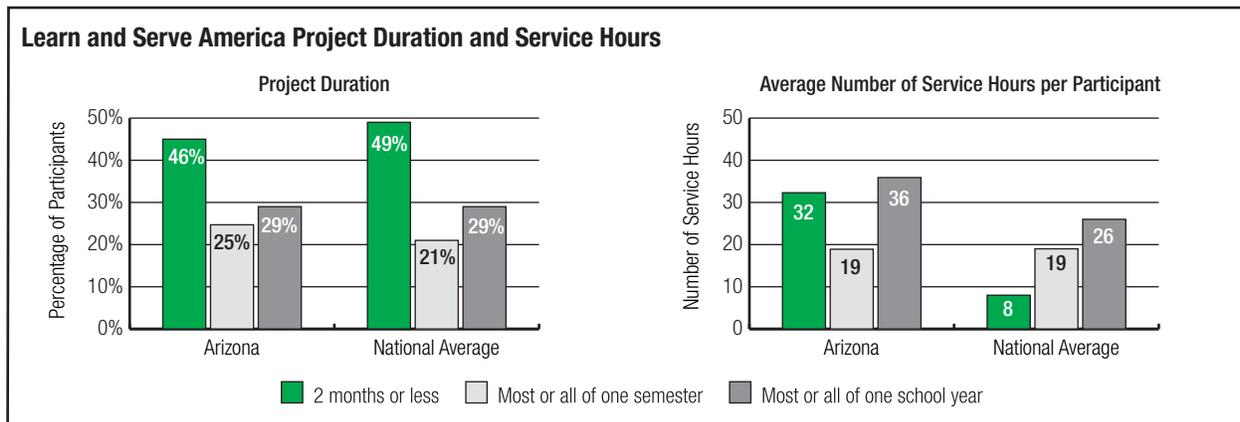
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Arizona; data tables however, are based on the number of programs that submitted reports through LASSIE. For Arizona, 38 of 47 (80.9%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Arizona	Percent School Age (5-17 years old) ² Population in Arizona
Ethnicity: Hispanic / Non-Hispanic Participants	36.7% / 63.3%	38.5% / 61.5%
Race Native American/Alaskan Native	17.4%	7.1%
Asian American	1.4%	1.9%
Black or African American	4.6%	4.5%
Native Hawaiian/Pacific Islander	0.5%	0.2%
White	73.7%	83.5%
Two or More Races	2.4%	2.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Arizona	National Average	Arizona	National Average
Has a Service-Learning Advisory Board	21%	51%	0.21	0.51
Has a Service-Learning Coordinator ⁴	71%	66%	0.71	0.66
Service-Learning is part of the Strategic Plan	67%	77%	0.67	0.77
Service-Learning is part of the Core Curriculum ⁵	58%	54%	0.58	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	50%	52%	0.50	0.52
Institutionalization Index Score Total			2.67	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Arizona, 14.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

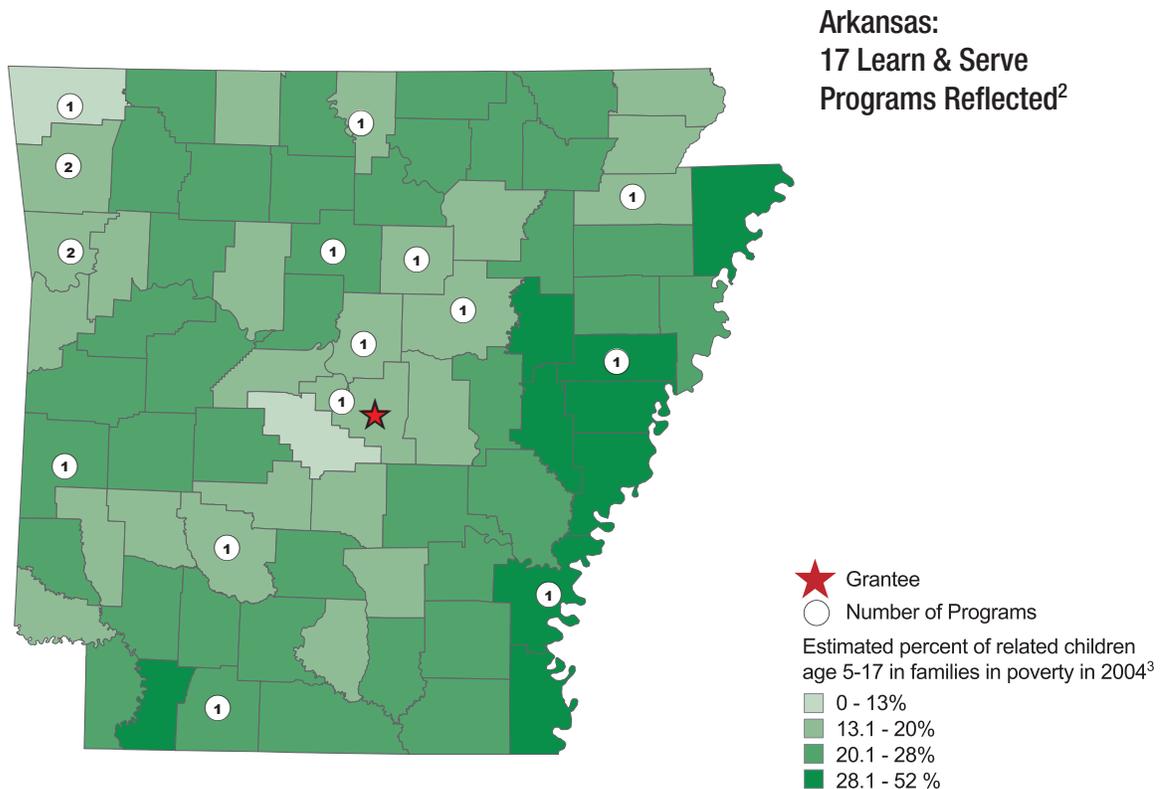
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Arkansas, 2005-2006: \$184,038

Learn and Serve America Student and Adult Participants		
	Arkansas	National Median⁴
Number of student participants	3,650	5,373
Median number of student participants per program	155	226
Total number of service hours	153,799	100,248
Number of teachers/staff involved with Learn and Serve programs	211	292
Median number of teachers/staff per program	13	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

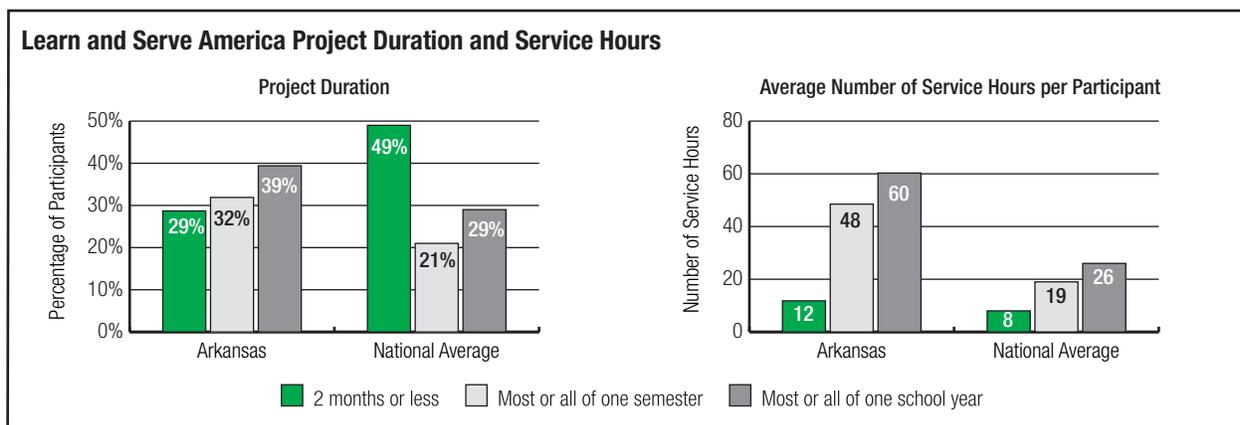
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Arkansas; data tables however, are based on the number of programs that submitted reports through LASSIE. For Arkansas, 14 of 17 (82.4%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Arkansas	Percent School Age (5-17 years old) ² Population in Arkansas
Ethnicity: Hispanic / Non-Hispanic Participants	5.3% / 94.7%	6.4% / 93.6%
Race		
Native American/Alaskan Native	1.0%	0.8%
Asian American	5.0%	0.9%
Black or African American	15.7%	20.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	76.5%	76.0%
Two or More Races	1.8%	1.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Arkansas	National Average	Arkansas	National Average
Has a Service-Learning Advisory Board	43%	51%	0.43	0.51
Has a Service-Learning Coordinator ⁴	50%	66%	0.50	0.66
Service-Learning is part of the Strategic Plan	83%	77%	0.83	0.77
Service-Learning is part of the Core Curriculum ⁵	64%	54%	0.64	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	29%	52%	0.29	0.52
Institutionalization Index Score Total			2.69	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Arkansas, 1.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

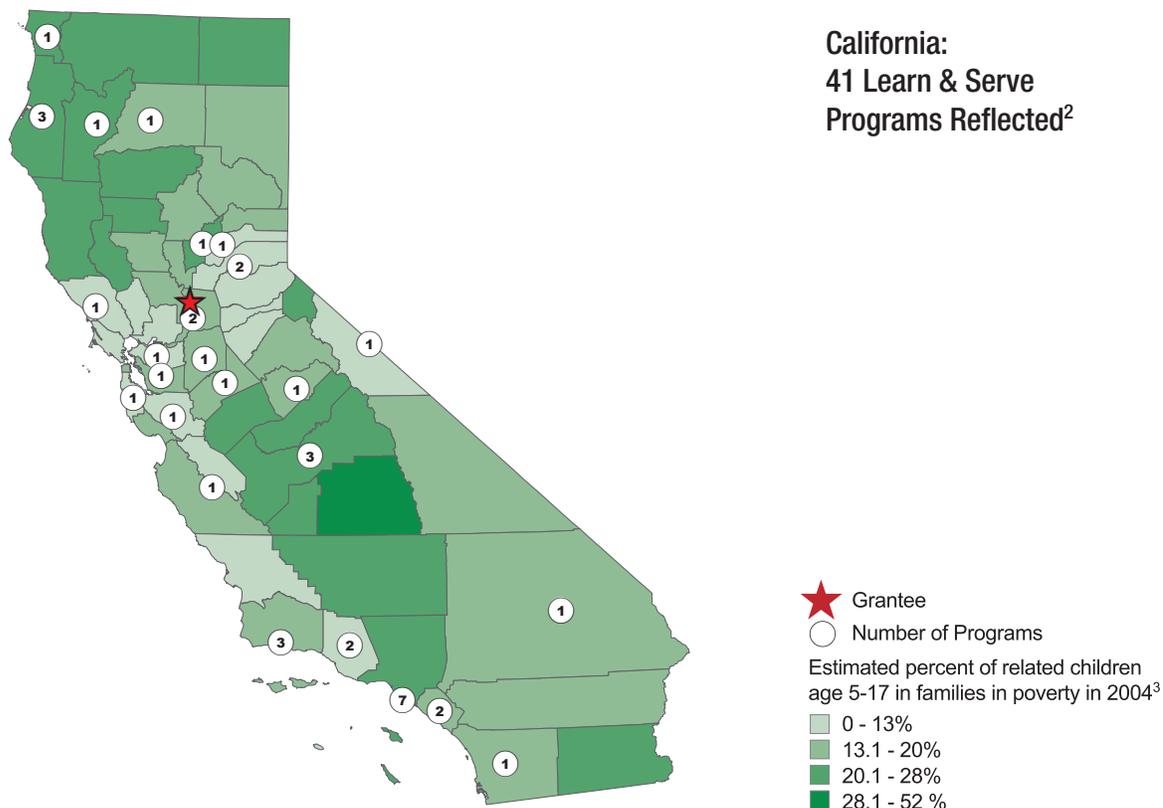
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for California, 2005-2006: \$2,636,926

Learn and Serve America Student and Adult Participants		
	California	National Median⁴
Number of student participants	120,506	5,373
Median number of student participants per program	1,000	226
Total number of service hours	916,784	100,248
Number of teachers/staff involved with Learn and Serve programs	6,070	292
Median number of teachers/staff per program	77	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

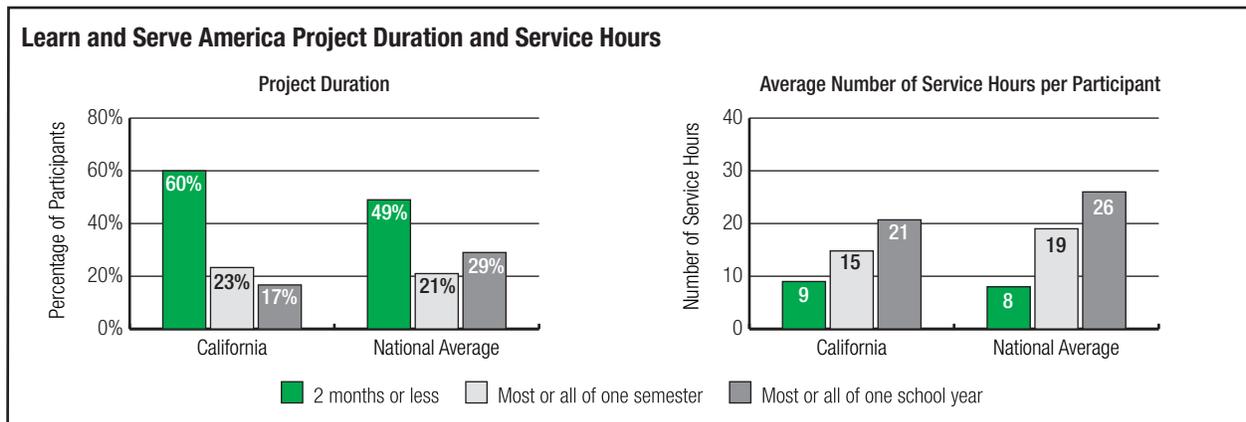
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for California; data tables however, are based on the number of programs that submitted reports through LASSIE. For California, 40 of 41 (97.6%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in California	Percent School Age (5-17 years old) ² Population in California
Ethnicity: Hispanic / Non-Hispanic Participants	42.4% / 57.6%	45.7% / 54.3%
Race Native American/Alaskan Native	5.2%	1.4%
Asian American	7.5%	10.3%
Black or African American	7.1%	7.8%
Native Hawaiian/Pacific Islander	1.4%	0.5%
White	68.5%	76.0%
Two or More Races	10.5%	4.0%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	California	National Average	California	National Average
Has a Service-Learning Advisory Board	85%	51%	0.85	0.51
Has a Service-Learning Coordinator ⁴	93%	66%	0.93	0.66
Service-Learning is part of the Strategic Plan	97%	77%	0.97	0.77
Service-Learning is part of the Core Curriculum ⁵	50%	54%	0.50	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	76%	52%	0.76	0.52
Institutionalization Index Score Total			4.01	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For California, 20.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

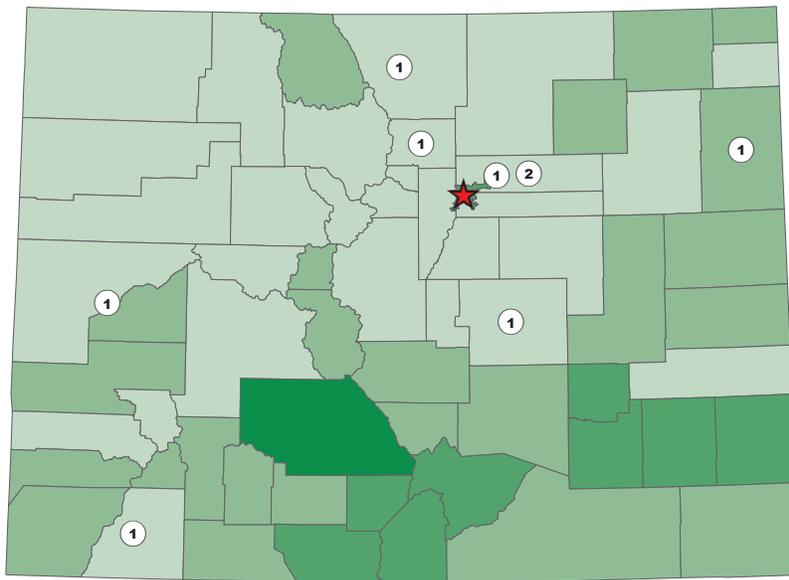
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

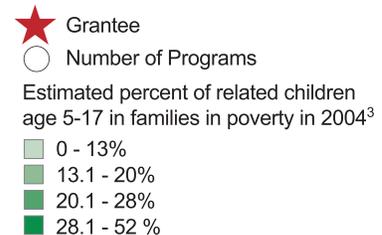
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Colorado:
9 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Colorado, 2005-2006: \$243,475

Learn and Serve America Student and Adult Participants		
	Colorado	National Median⁴
Number of student participants	25,772	5,373
Median number of student participants per program	600	226
Total number of service hours	30,245	100,248
Number of teachers/staff involved with Learn and Serve programs	1,139	292
Median number of teachers/staff per program	19	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

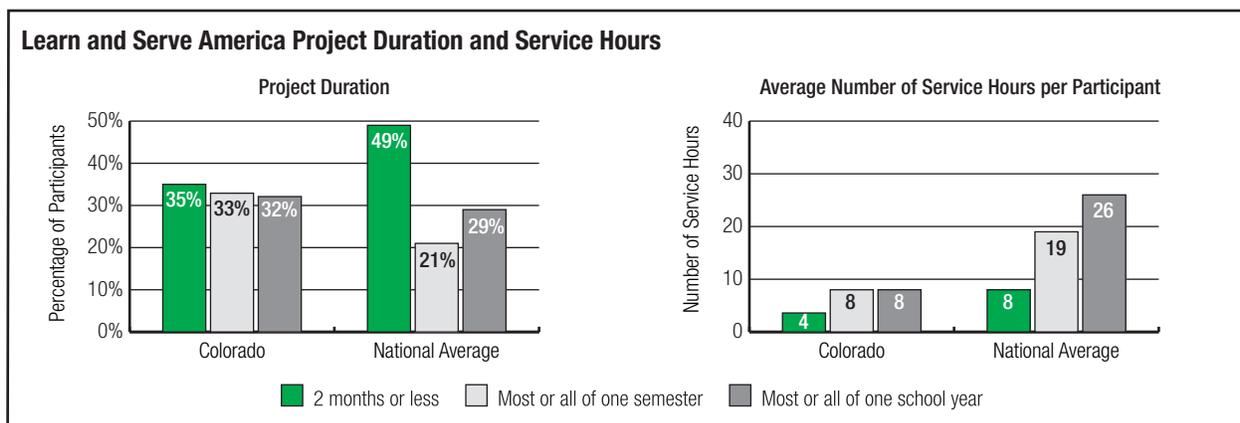
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Colorado; data tables however, are based on the number of programs that submitted reports through LASSIE. For Colorado, 9 of 9 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Colorado	Percent School Age (5-17 years old) ² Population in Colorado
Ethnicity: Hispanic / Non-Hispanic Participants	43.3% / 56.7%	25.5% / 74.5%
Race Native American/Alaskan Native	2.8%	1.3%
Asian American	2.4%	2.3%
Black or African American	8.4%	5.0%
Native Hawaiian/Pacific Islander	0.6%	0.2%
White	85.1%	87.8%
Two or More Races	0.6%	3.4%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Colorado	National Average	Colorado	National Average
Has a Service-Learning Advisory Board	88%	51%	0.88	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	78%	77%	0.78	0.77
Service-Learning is part of the Core Curriculum ⁵	89%	54%	0.89	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	78%	52%	0.78	0.52
Institutionalization Index Score Total			4.33	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Colorado, 18.1% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

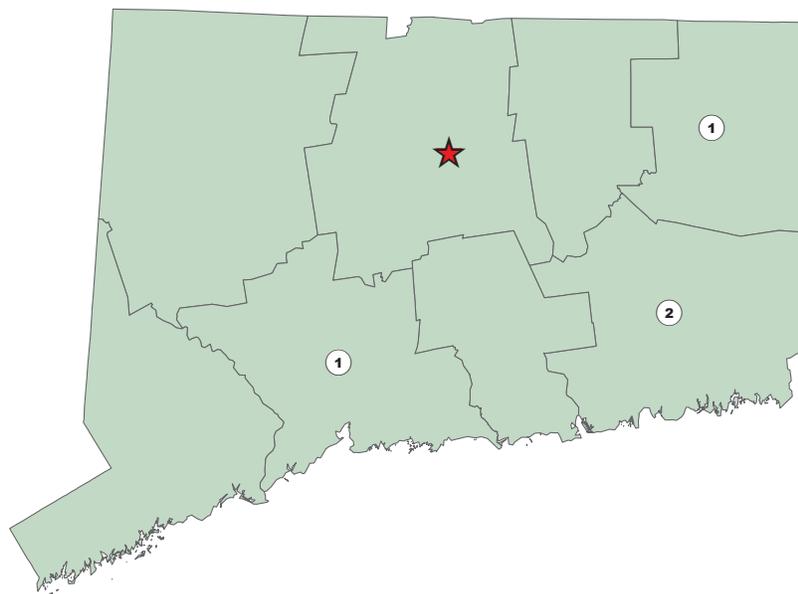
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

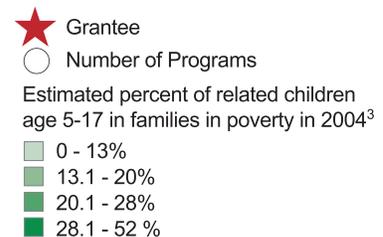
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Connecticut:
4 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Connecticut, 2005-2006: \$218,931

Learn and Serve America Student and Adult Participants		
	Connecticut	National Median⁴
Number of student participants	5,339	5,373
Median number of student participants per program	1,092	226
Total number of service hours	237,794	100,248
Number of teachers/staff involved with Learn and Serve programs	279	292
Median number of teachers/staff per program	69	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

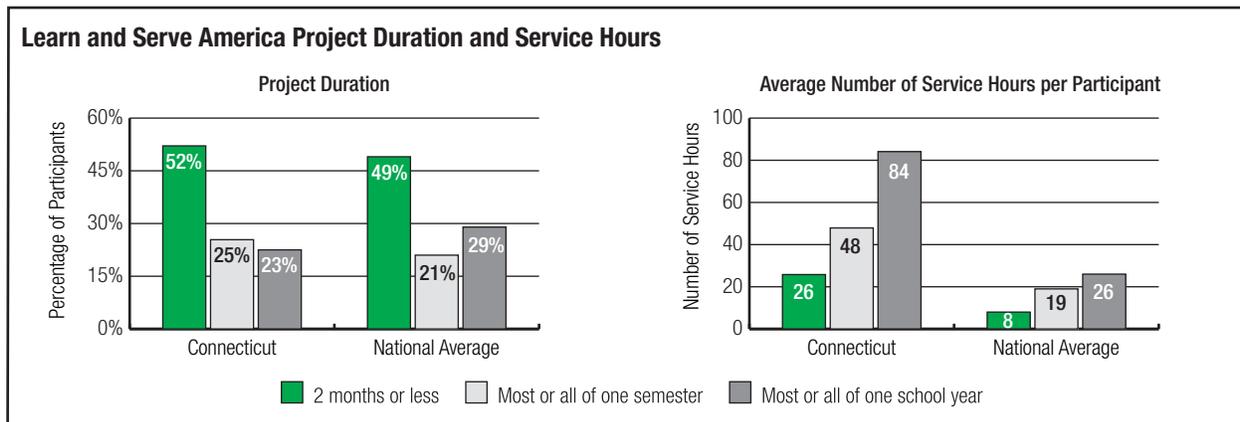
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Connecticut; data tables however, are based on the number of programs that submitted reports through LASSIE. For Connecticut, 4 of 4 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Connecticut	Percent School Age (5-17 years old) ² Population in Connecticut
Ethnicity: Hispanic / Non-Hispanic Participants	24.6% / 75.4%	14.5% / 85.5%
Race Native American/Alaskan Native	0.8%	0.4%
Asian American	3.0%	3.1%
Black or African American	24.4%	12.9%
Native Hawaiian/Pacific Islander	0.4%	0.1%
White	55.3%	80.9%
Two or More Races	16.2%	2.5%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Connecticut	National Average	Connecticut	National Average
Has a Service-Learning Advisory Board	75%	51%	0.75	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum ⁵	25%	54%	0.25	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	75%	52%	0.75	0.52
Institutionalization Index Score Total			3.75	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Connecticut, 3.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

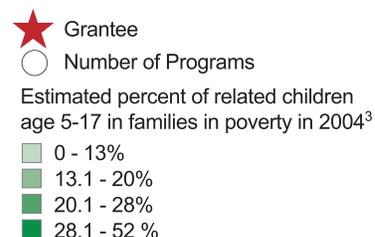
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Delaware:
10 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Delaware, 2005-2006: \$50,196

Learn and Serve America Student and Adult Participants		
	Delaware	National Median⁴
Number of student participants	2,267	5,373
Median number of student participants per program	114	226
Total number of service hours	76,131	100,248
Number of teachers/staff involved with Learn and Serve programs	96	292
Median number of teachers/staff per program	6	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

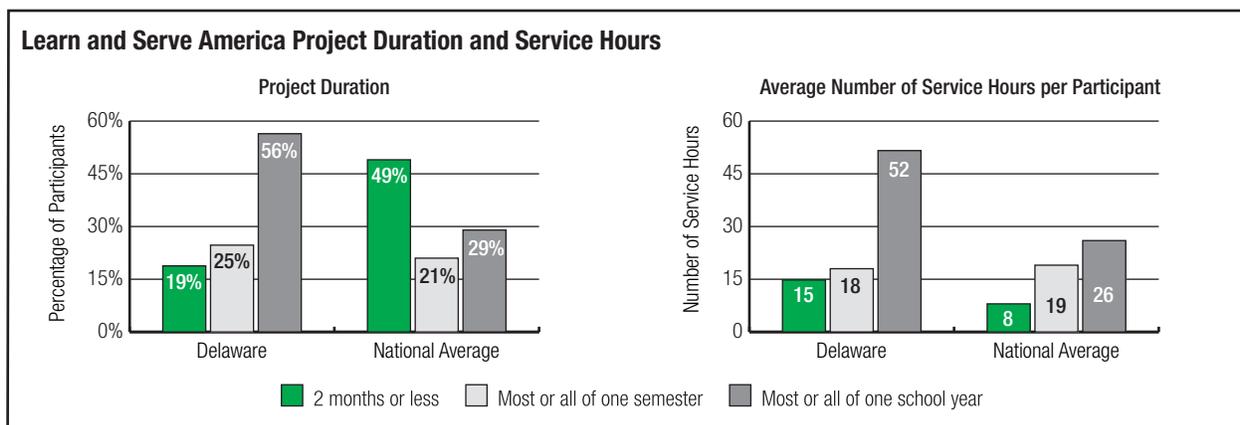
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Delaware; data tables however, are based on the number of programs that submitted reports through LASSIE. For Delaware, 10 of 10 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Delaware	Percent School Age (5-17 years old) ² Population in Delaware
Ethnicity: Hispanic / Non-Hispanic Participants	7.2% / 92.8%	8.2% / 91.8%
Race Native American/Alaskan Native	0.2%	0.4%
Asian American	1.6%	2.4%
Black or African American	34.8%	25.9%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	59.6%	68.7%
Two or More Races	3.9%	2.6%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Delaware	National Average	Delaware	National Average
Has a Service-Learning Advisory Board	20%	51%	0.20	0.51
Has a Service-Learning Coordinator ⁴	50%	66%	0.50	0.66
Service-Learning is part of the Strategic Plan	75%	77%	0.75	0.77
Service-Learning is part of the Core Curriculum ⁵	38%	54%	0.38	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	20%	52%	0.20	0.52
Institutionalization Index Score Total			2.03	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Delaware, 0.8% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

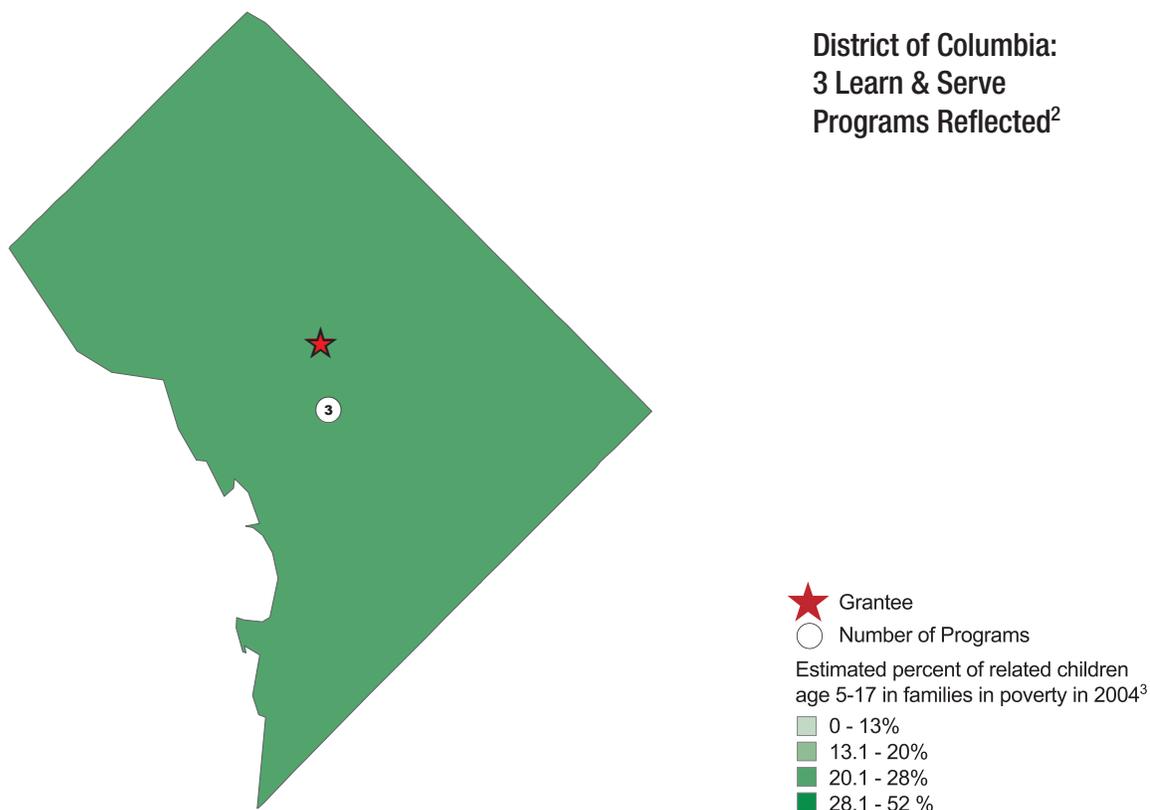
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for District of Columbia, 2005-2006: \$47,786

Learn and Serve America Student and Adult Participants		
	District of Columbia	National Median⁴
Number of student participants	405	5,373
Median number of student participants per program	148	226
Total number of service hours	8,879	100,248
Number of teachers/staff involved with Learn and Serve programs	24	292
Median number of teachers/staff per program	8	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

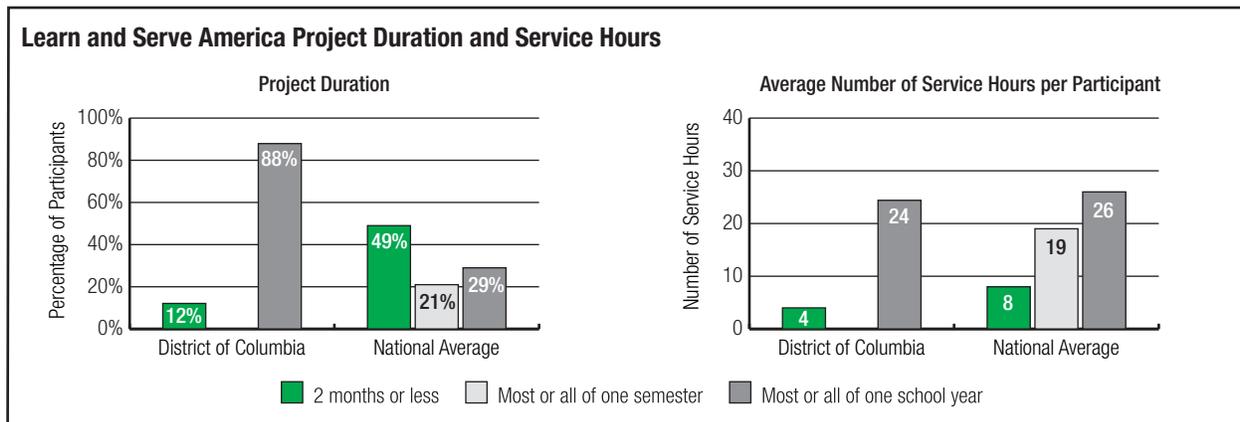
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for District of Columbia; data tables however, are based on the number of programs that submitted reports through LASSIE. For District of Columbia, 3 of 3 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in District of Columbia	Percent School Age (5-17 years old) ² Population in District of Columbia
Ethnicity: Hispanic / Non-Hispanic Participants	14.6% / 85.4%	9.3% / 90.7%
Race		
Native American/Alaskan Native	0.0%	0.3%
Asian American	2.1%	1.6%
Black or African American	76.2%	75.8%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	19.3%	20.4%
Two or More Races	2.4%	1.9%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	District of Columbia	National Average	District of Columbia	National Average
Has a Service-Learning Advisory Board	0%	51%	0.00	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	67%	77%	0.67	0.77
Service-Learning is part of the Core Curriculum ⁵	100%	54%	1.00	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	100%	52%	1.00	0.52
Institutionalization Index Score Total			3.67	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For District of Columbia, 9.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

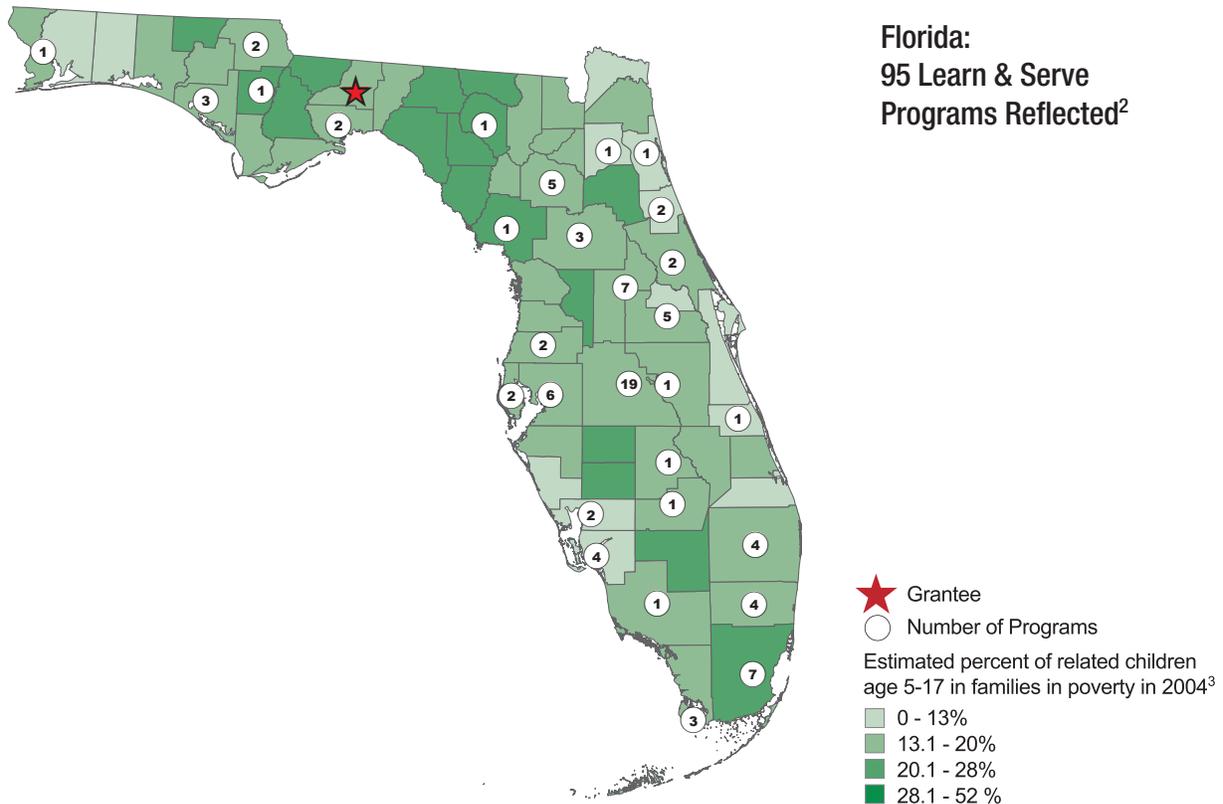
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Florida, 2005-2006: \$940,690

Learn and Serve America Student and Adult Participants		
	Florida	National Median⁴
Number of student participants	27,533	5,373
Median number of student participants per program	120	226
Total number of service hours	869,362	100,248
Number of teachers/staff involved with Learn and Serve programs	1,981	292
Median number of teachers/staff per program	9	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

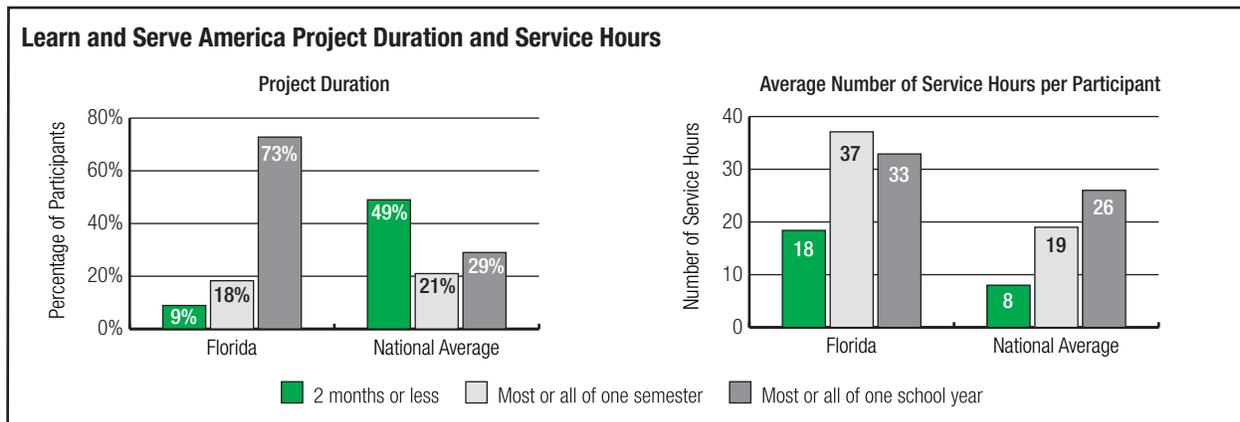
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Florida; data tables however, are based on the number of programs that submitted reports through LASSIE. For Florida, 60 of 95 (63.2%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Florida	Percent School Age (5-17 years old) ² Population in Florida
Ethnicity: Hispanic / Non-Hispanic Participants	20.3% / 79.7%	21.6% / 78.4%
Race		
Native American/Alaskan Native	0.1%	0.5%
Asian American	1.2%	2.0%
Black or African American	24.9%	21.7%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	65.6%	73.6%
Two or More Races	8.2%	2.1%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Florida	National Average	Florida	National Average
Has a Service-Learning Advisory Board	56%	51%	0.56	0.51
Has a Service-Learning Coordinator ⁴	70%	66%	0.70	0.66
Service-Learning is part of the Strategic Plan	66%	77%	0.66	0.77
Service-Learning is part of the Core Curriculum ⁵	59%	54%	0.59	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	61%	52%	0.61	0.52
Institutionalization Index Score Total			3.12	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Florida, 4.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

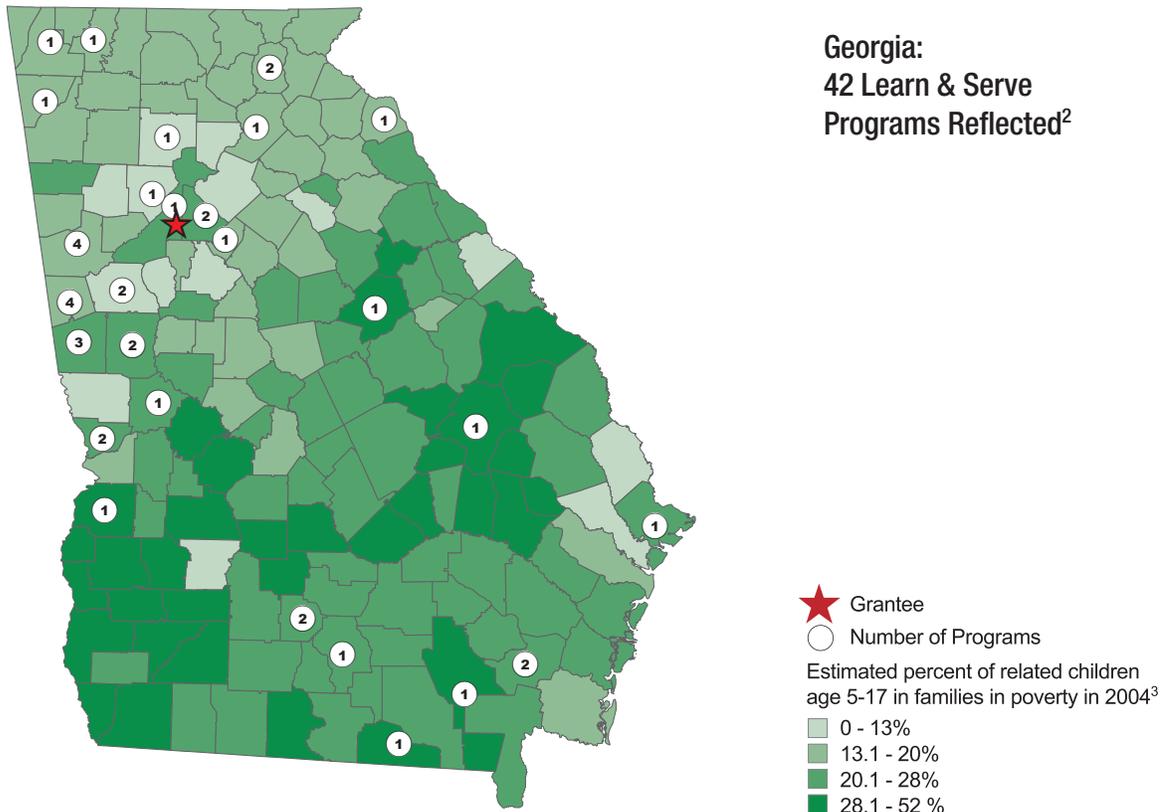
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Georgia, 2005-2006: \$588,323

Learn and Serve America Student and Adult Participants		
	Georgia	National Median⁴
Number of student participants	18,451	5,373
Median number of student participants per program	338	226
Total number of service hours	205,768	100,248
Number of teachers/staff involved with Learn and Serve programs	898	292
Median number of teachers/staff per program	25	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

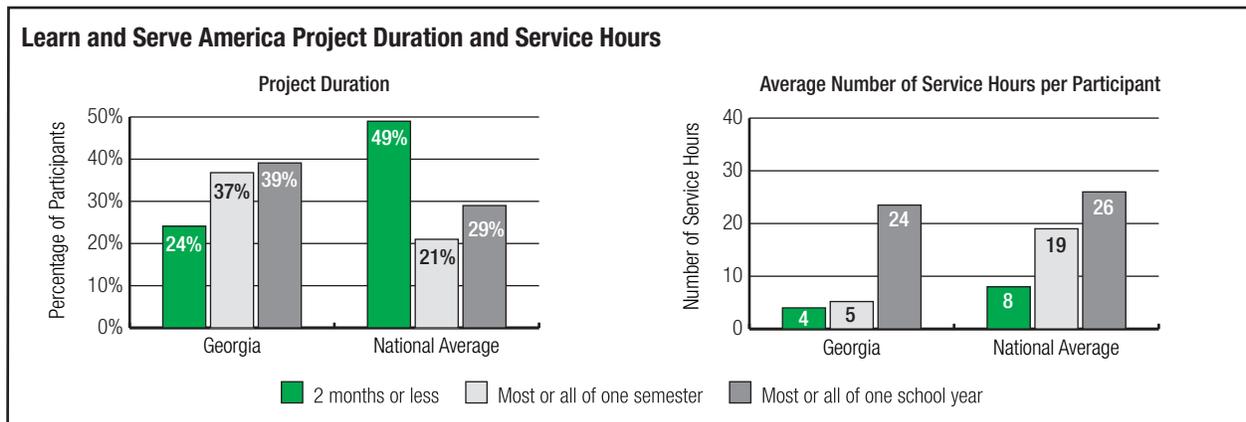
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Georgia; data tables however, are based on the number of programs that submitted reports through LASSIE. For Georgia, 31 of 42 (73.8%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Georgia	Percent School Age (5-17 years old) ² Population in Georgia
Ethnicity: Hispanic / Non-Hispanic Participants	10.8% / 89.2%	7.7% / 92.3%
Race		
Native American/Alaskan Native	0.2%	0.3%
Asian American	1.1%	2.4%
Black or African American	34.6%	35.1%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	55.3%	60.4%
Two or More Races	8.8%	1.6%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Georgia	National Average	Georgia	National Average
Has a Service-Learning Advisory Board	86%	51%	0.86	0.51
Has a Service-Learning Coordinator ⁴	50%	66%	0.50	0.66
Service-Learning is part of the Strategic Plan	86%	77%	0.86	0.77
Service-Learning is part of the Core Curriculum ⁵	30%	54%	0.30	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	50%	52%	0.50	0.52
Institutionalization Index Score Total			3.02	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Georgia, 2.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

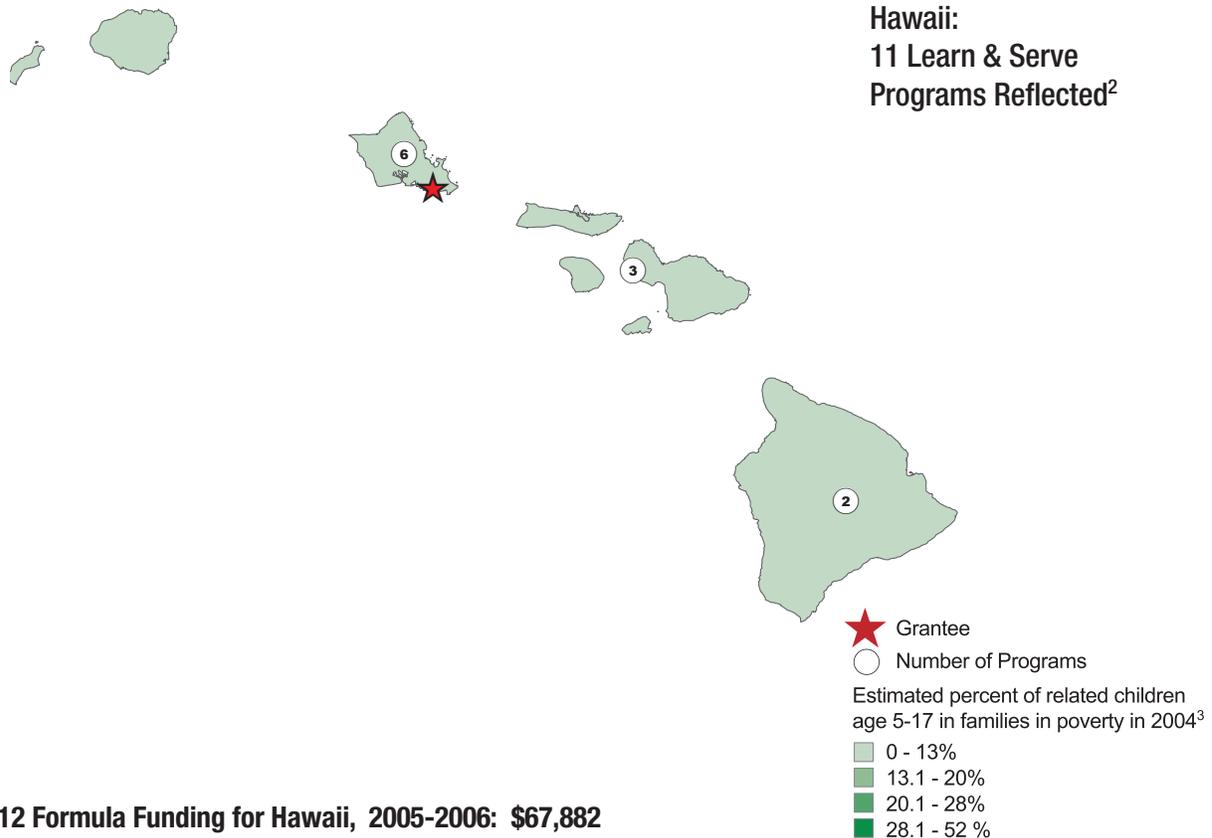
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Hawaii, 2005-2006: \$67,882

Learn and Serve America Student and Adult Participants		
	Hawaii	National Median⁴
Number of student participants	1,442	5,373
Median number of student participants per program	69	226
Total number of service hours	13,153	100,248
Number of teachers/staff involved with Learn and Serve programs	98	292
Median number of teachers/staff per program	6	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

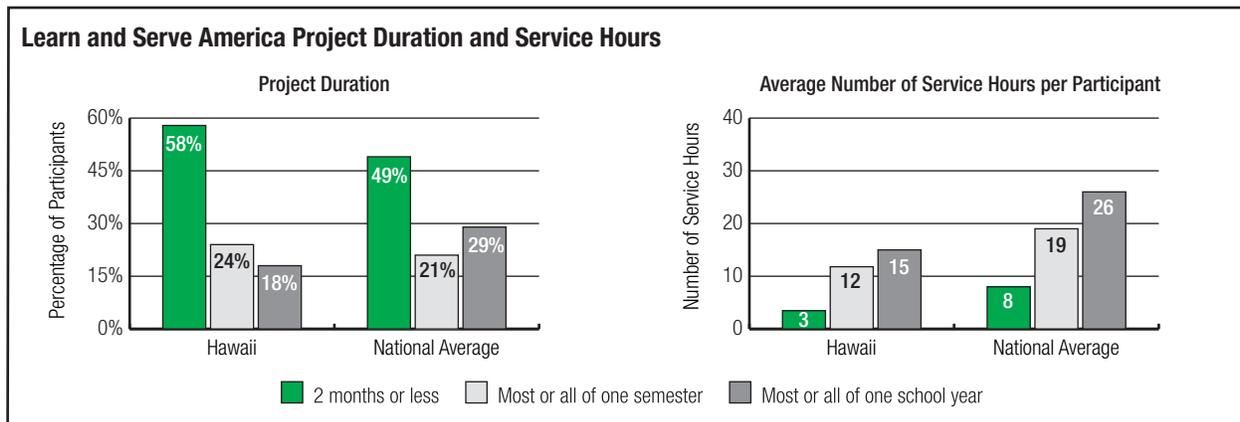
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Hawaii; data tables however, are based on the number of programs that submitted reports through LASSIE. For Hawaii, 11 of 11 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Hawaii	Percent School Age (5-17 years old) ² Population in Hawaii
Ethnicity: Hispanic / Non-Hispanic Participants	3.9% / 96.1%	11.6% / 88.4%
Race Native American/Alaskan Native	0.4%	0.3%
Asian American	26.9%	29.8%
Black or African American	2.5%	2.4%
Native Hawaiian/Pacific Islander	41.1%	11.9%
White	14.5%	18.7%
Two or More Races	14.6%	36.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Hawaii	National Average	Hawaii	National Average
Has a Service-Learning Advisory Board	18%	51%	0.18	0.51
Has a Service-Learning Coordinator ⁴	60%	66%	0.60	0.66
Service-Learning is part of the Strategic Plan	70%	77%	0.70	0.77
Service-Learning is part of the Core Curriculum ⁵	67%	54%	0.67	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	9%	52%	0.09	0.52
Institutionalization Index Score Total			2.24	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Hawaii, 2.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

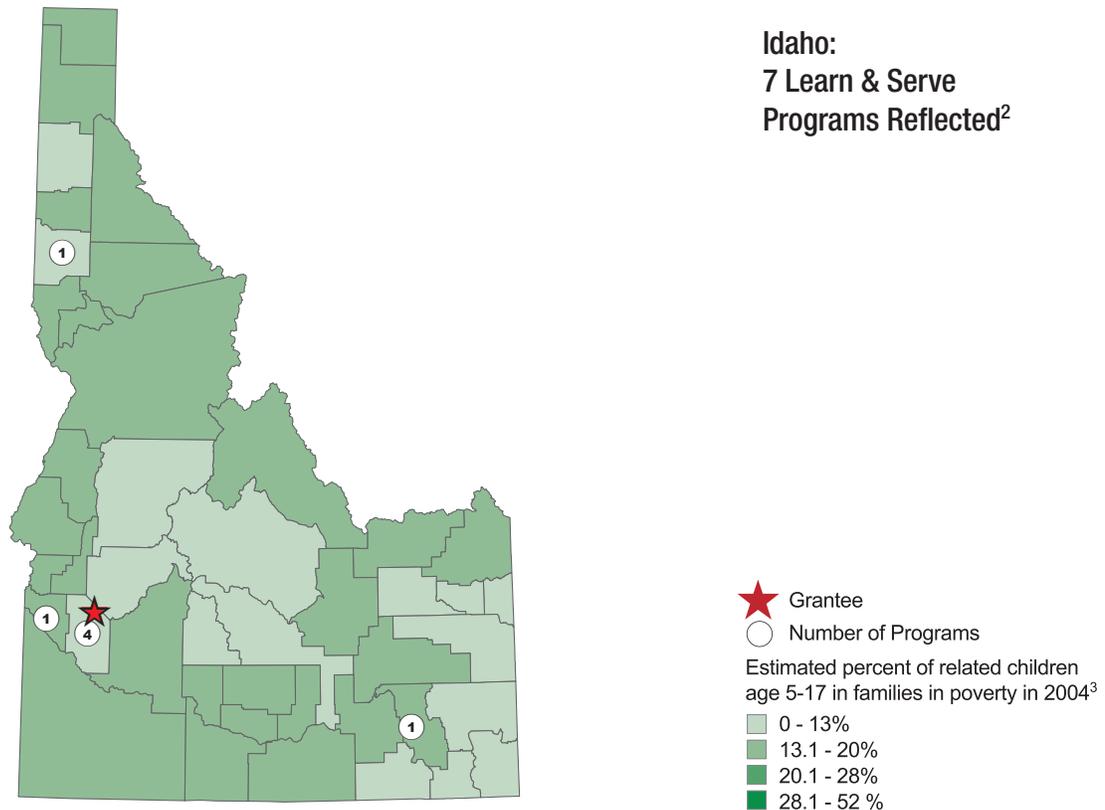
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Idaho, 2005-2006: \$84,040

Learn and Serve America Student and Adult Participants		
	Idaho	National Median⁴
Number of student participants	1,326	5,373
Median number of student participants per program	236	226
Total number of service hours	8,388	100,248
Number of teachers/staff involved with Learn and Serve programs	149	292
Median number of teachers/staff per program	13	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

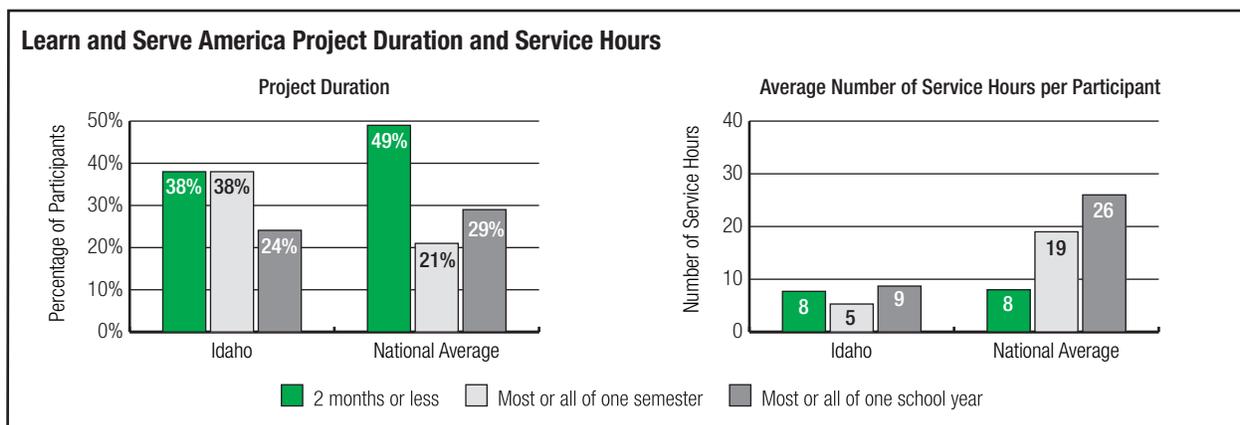
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Idaho; data tables however, are based on the number of programs that submitted reports through LASSIE. For Idaho, 6 of 7 (85.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Idaho	Percent School Age (5-17 years old) ² Population in Idaho
Ethnicity: Hispanic / Non-Hispanic Participants	3.4% / 96.6%	12.9% / 87.1%
Race		
Native American/Alaskan Native	1.2%	1.7%
Asian American	1.8%	0.8%
Black or African American	1.3%	0.7%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	90.4%	94.3%
Two or More Races	5.2%	2.3%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Idaho	National Average	Idaho	National Average
Has a Service-Learning Advisory Board	50%	51%	0.50	0.51
Has a Service-Learning Coordinator ⁴	67%	66%	0.67	0.66
Service-Learning is part of the Strategic Plan	80%	77%	0.80	0.77
Service-Learning is part of the Core Curriculum ⁵	75%	54%	0.75	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	33%	52%	0.33	0.52
Institutionalization Index Score Total			3.05	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Idaho, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

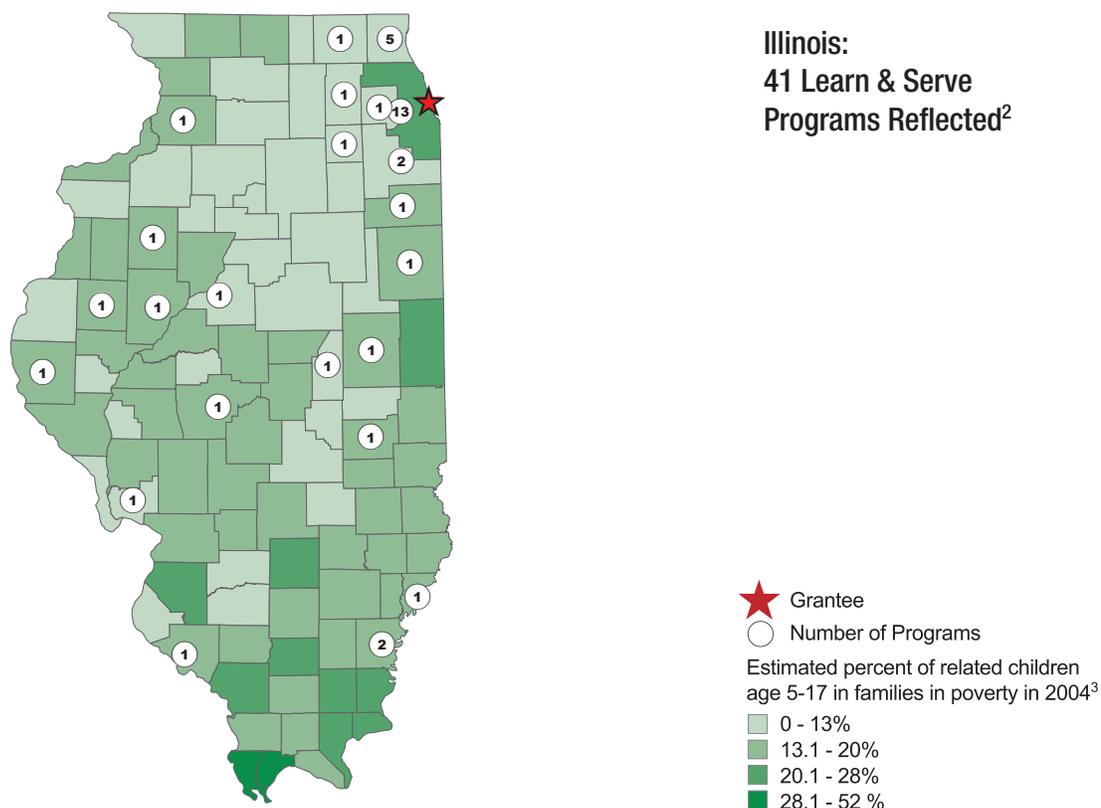
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Illinois, 2005-2006: \$844,749

Learn and Serve America Student and Adult Participants		
	Illinois	National Median⁴
Number of student participants	41,033	5,373
Median number of student participants per program	175	226
Total number of service hours	493,826	100,248
Number of teachers/staff involved with Learn and Serve programs	1,874	292
Median number of teachers/staff per program	17	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

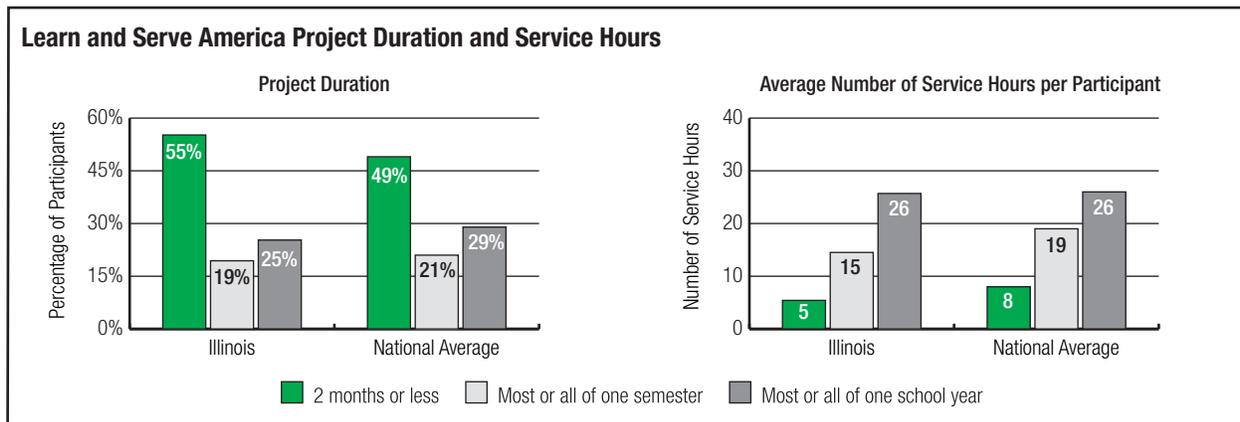
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Illinois; data tables however, are based on the number of programs that submitted reports through LASSIE. For Illinois, 35 of 41 (85.4%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Illinois	Percent School Age (5-17 years old) ² Population in Illinois
Ethnicity: Hispanic / Non-Hispanic Participants	16.4% / 83.6%	18.4% / 81.6%
Race Native American/Alaskan Native	0.0%	0.4%
Asian American	1.5%	3.5%
Black or African American	24.6%	18.9%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	65.7%	75.3%
Two or More Races	7.9%	1.9%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Illinois	National Average	Illinois	National Average
Has a Service-Learning Advisory Board	31%	51%	0.31	0.51
Has a Service-Learning Coordinator ⁴	64%	66%	0.64	0.66
Service-Learning is part of the Strategic Plan	68%	77%	0.68	0.77
Service-Learning is part of the Core Curriculum ⁵	66%	54%	0.66	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	51%	52%	0.51	0.52
Institutionalization Index Score Total			2.80	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Illinois, 1.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

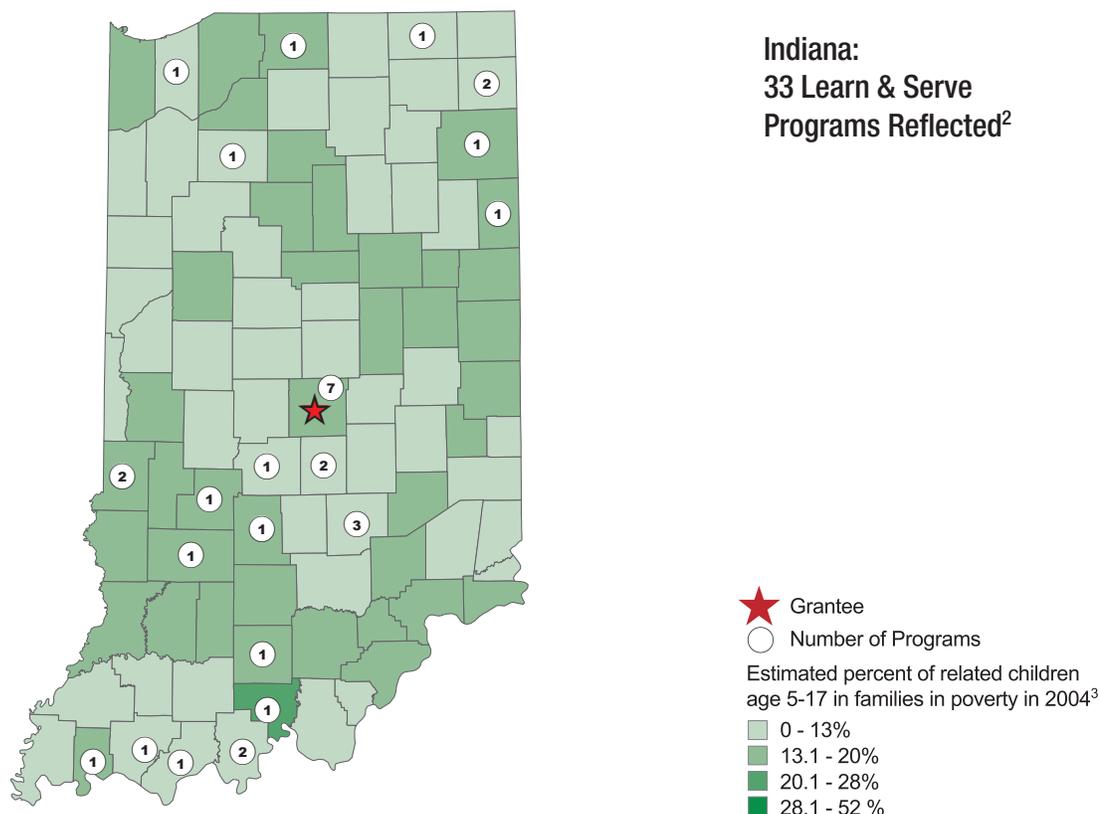
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Indiana, 2005-2006: \$359,463

Learn and Serve America Student and Adult Participants		
	Indiana	National Median⁴
Number of student participants	13,259	5,373
Median number of student participants per program	260	226
Total number of service hours	176,855	100,248
Number of teachers/staff involved with Learn and Serve programs	528	292
Median number of teachers/staff per program	13	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

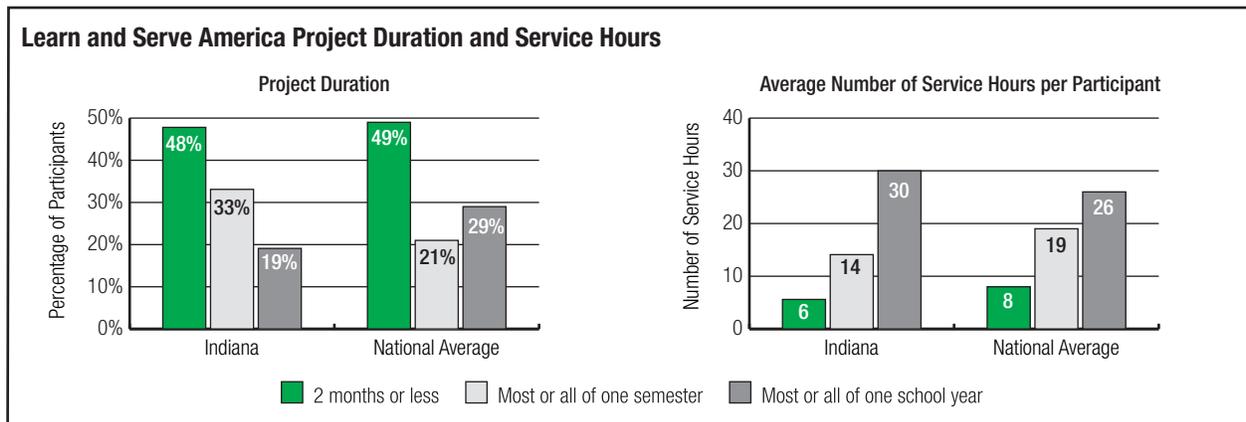
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Indiana; data tables however, are based on the number of programs that submitted reports through LASSIE. For Indiana, 30 of 33 (90.9%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Indiana	Percent School Age (5-17 years old) ² Population in Indiana
Ethnicity: Hispanic / Non-Hispanic Participants	3.1% / 96.9%	5.8% / 94.2%
Race		
Native American/Alaskan Native	0.9%	0.3%
Asian American	0.5%	1.0%
Black or African American	7.8%	11.2%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	88.9%	85.4%
Two or More Races	1.8%	2.0%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Indiana	National Average	Indiana	National Average
Has a Service-Learning Advisory Board	68%	51%	0.68	0.51
Has a Service-Learning Coordinator ⁴	38%	66%	0.38	0.66
Service-Learning is part of the Strategic Plan	63%	77%	0.63	0.77
Service-Learning is part of the Core Curriculum ⁵	54%	54%	0.54	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	38%	52%	0.38	0.52
Institutionalization Index Score Total			2.61	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Indiana, 1.6% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

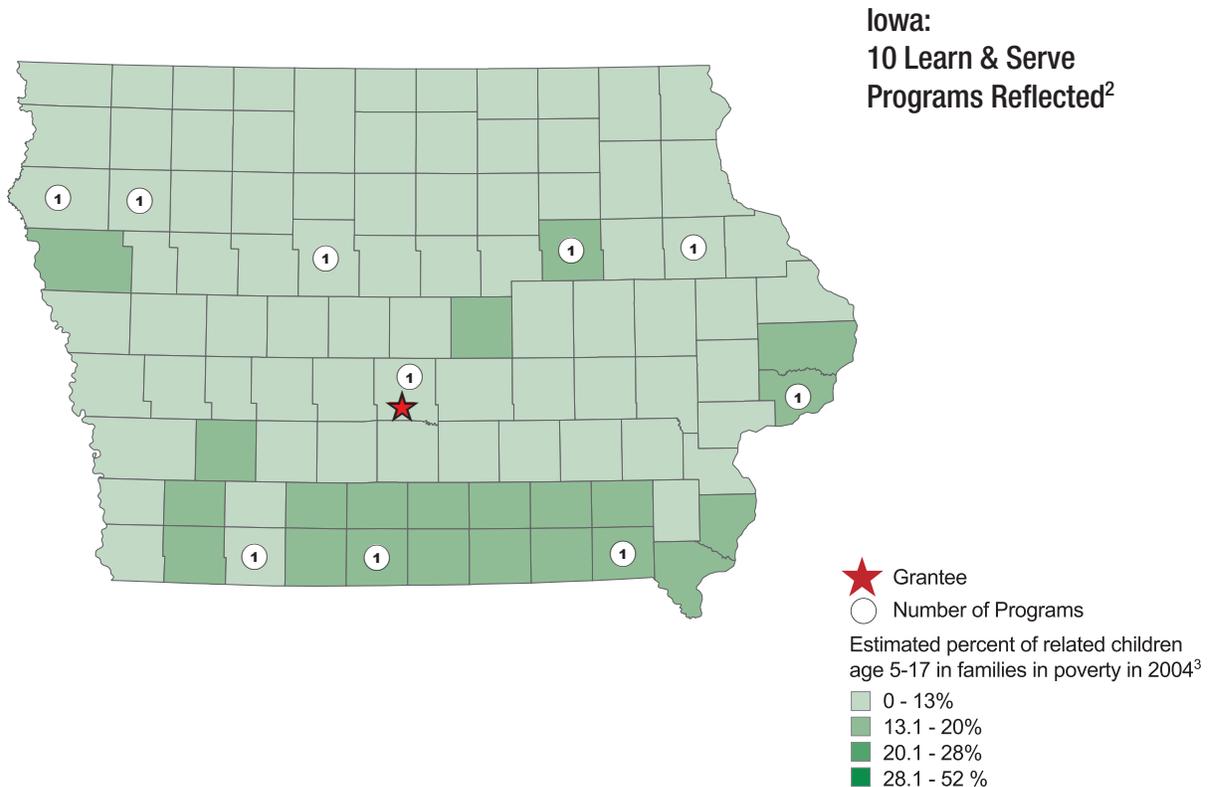
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Iowa, 2005-2006: \$153,738

Learn and Serve America Student and Adult Participants		
	Iowa	National Median⁴
Number of student participants	3,708	5,373
Median number of student participants per program	325	226
Total number of service hours	22,786	100,248
Number of teachers/staff involved with Learn and Serve programs	1,512	292
Median number of teachers/staff per program	25	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

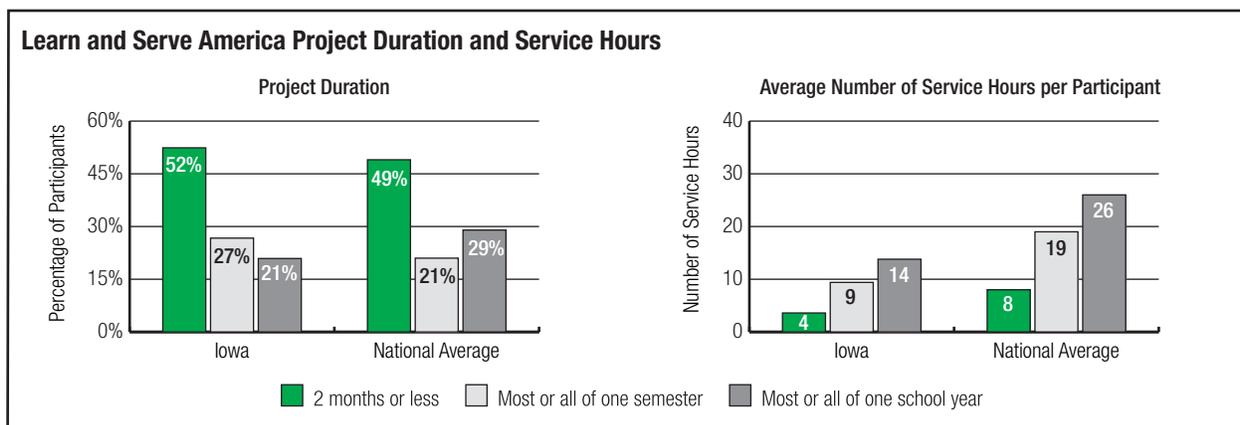
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Iowa; data tables however, are based on the number of programs that submitted reports through LASSIE. For Iowa, 10 of 10 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Iowa	Percent School Age (5-17 years old) ² Population in Iowa
Ethnicity: Hispanic / Non-Hispanic Participants	2.7% / 97.3%	5.5% / 94.5%
Race		
Native American/Alaskan Native	0.4%	0.5%
Asian American	0.9%	1.5%
Black or African American	6.4%	3.4%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	91.7%	92.6%
Two or More Races	0.7%	2.0%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Iowa	National Average	Iowa	National Average
Has a Service-Learning Advisory Board	50%	51%	0.50	0.51
Has a Service-Learning Coordinator ⁴	22%	66%	0.22	0.66
Service-Learning is part of the Strategic Plan	83%	77%	0.83	0.77
Service-Learning is part of the Core Curriculum ⁵	43%	54%	0.43	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	30%	52%	0.30	0.52
Institutionalization Index Score Total			2.28	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Iowa, 1.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

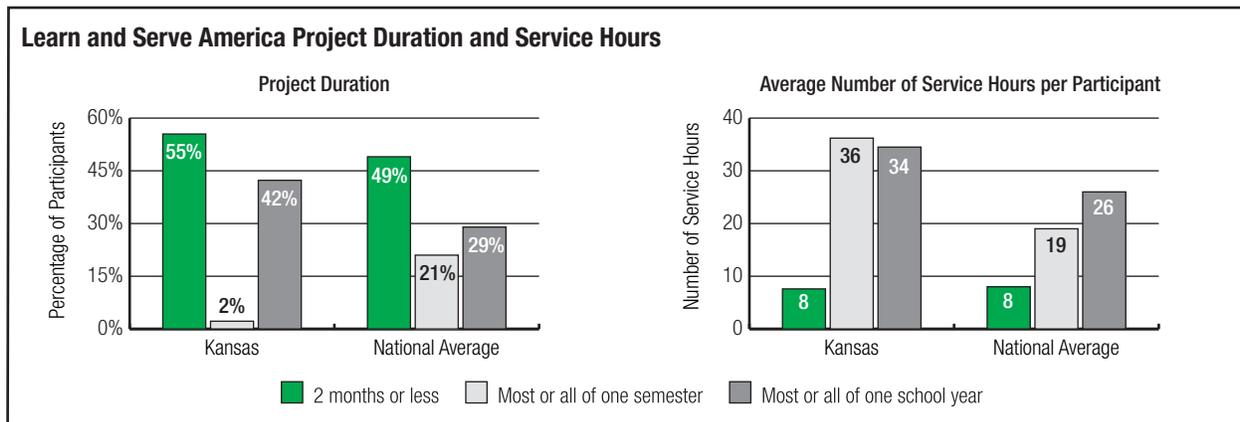
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Kansas	Percent School Age (5-17 years old) ² Population in Kansas
Ethnicity: Hispanic / Non-Hispanic Participants	8.4% / 91.6%	11.8% / 88.2%
Race		
Native American/Alaskan Native	1.5%	1.1%
Asian American	1.4%	1.9%
Black or African American	6.4%	7.4%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	89.2%	86.5%
Two or More Races	1.4%	3.1%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Kansas	National Average	Kansas	National Average
Has a Service-Learning Advisory Board	75%	51%	0.75	0.51
Has a Service-Learning Coordinator ⁴	64%	66%	0.64	0.66
Service-Learning is part of the Strategic Plan	75%	77%	0.75	0.77
Service-Learning is part of the Core Curriculum ⁵	62%	54%	0.62	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	38%	52%	0.38	0.52
Institutionalization Index Score Total			3.14	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Kansas, 1.8% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

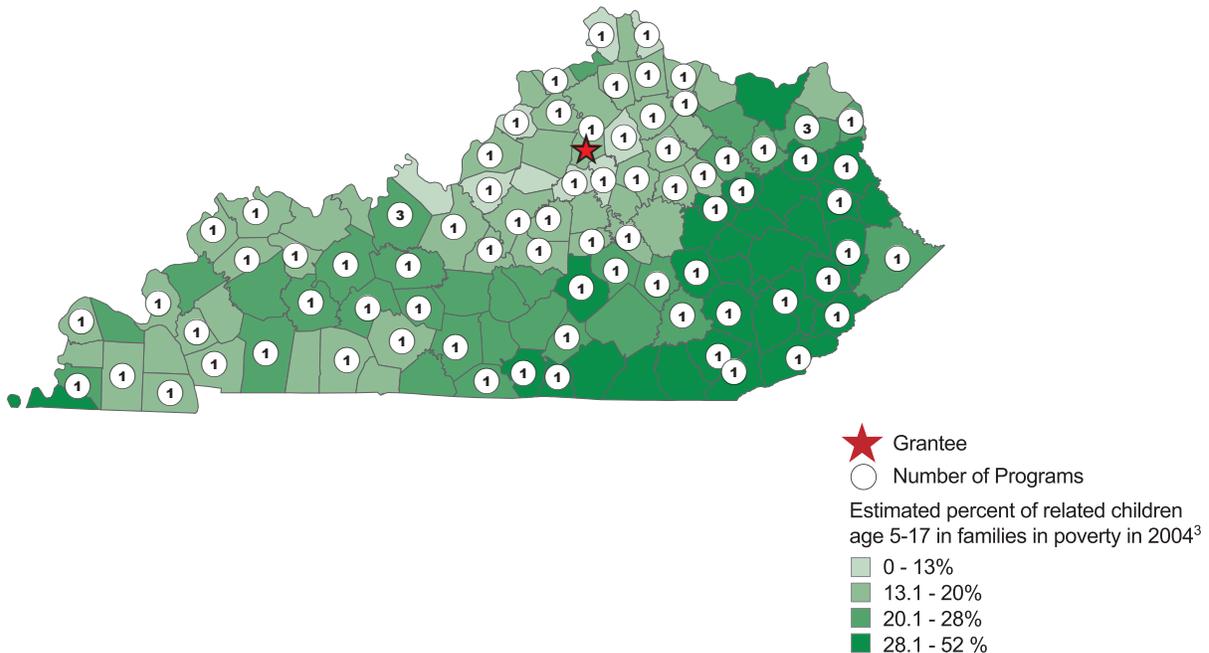
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Kentucky:
79 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Kentucky, 2005-2006: \$264,774

Learn and Serve America Student and Adult Participants		
	Kentucky	National Median⁴
Number of student participants	33,434	5,373
Median number of student participants per program	231	226
Total number of service hours	275,984	100,248
Number of teachers/staff involved with Learn and Serve programs	2,462	292
Median number of teachers/staff per program	15	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

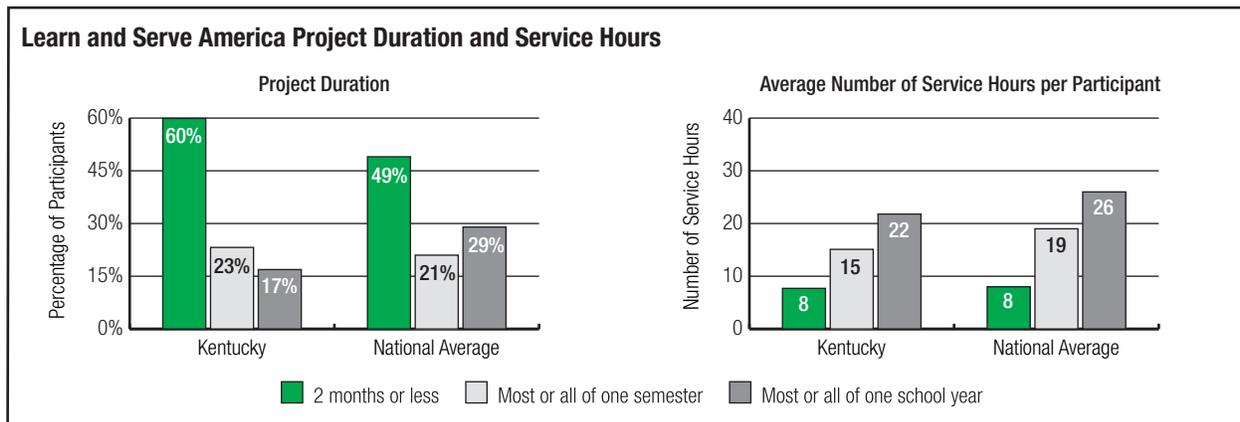
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Kentucky; data tables however, are based on the number of programs that submitted reports through LASSIE. For Kentucky, 77 of 79 (97.5%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Kentucky	Percent School Age (5-17 years old) ² Population in Kentucky
Ethnicity: Hispanic / Non-Hispanic Participants	1.9% / 98.1%	2.3% / 97.7%
Race		
Native American/Alaskan Native	0.1%	0.2%
Asian American	0.5%	0.8%
Black or African American	6.4%	9.4%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	92.4%	87.8%
Two or More Races	0.7%	1.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Kentucky	National Average	Kentucky	National Average
Has a Service-Learning Advisory Board	50%	51%	0.50	0.51
Has a Service-Learning Coordinator ⁴	69%	66%	0.69	0.66
Service-Learning is part of the Strategic Plan	77%	77%	0.77	0.77
Service-Learning is part of the Core Curriculum ⁵	24%	54%	0.24	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	70%	52%	0.70	0.52
Institutionalization Index Score Total			2.90	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Kentucky, 1.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

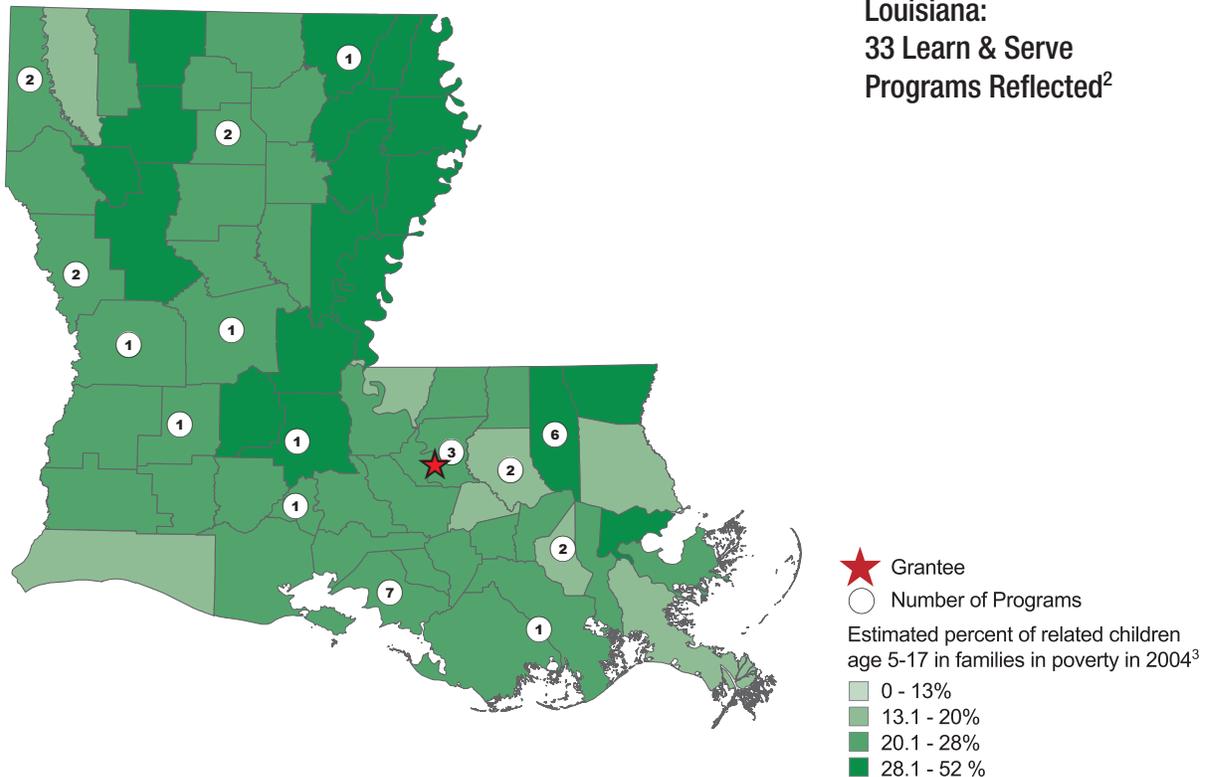
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Louisiana, 2005-2006: \$367,803

Learn and Serve America Student and Adult Participants		
	Louisiana	National Median⁴
Number of student participants	3,425	5,373
Median number of student participants per program	60	226
Total number of service hours	174,982	100,248
Number of teachers/staff involved with Learn and Serve programs	235	292
Median number of teachers/staff per program	4	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

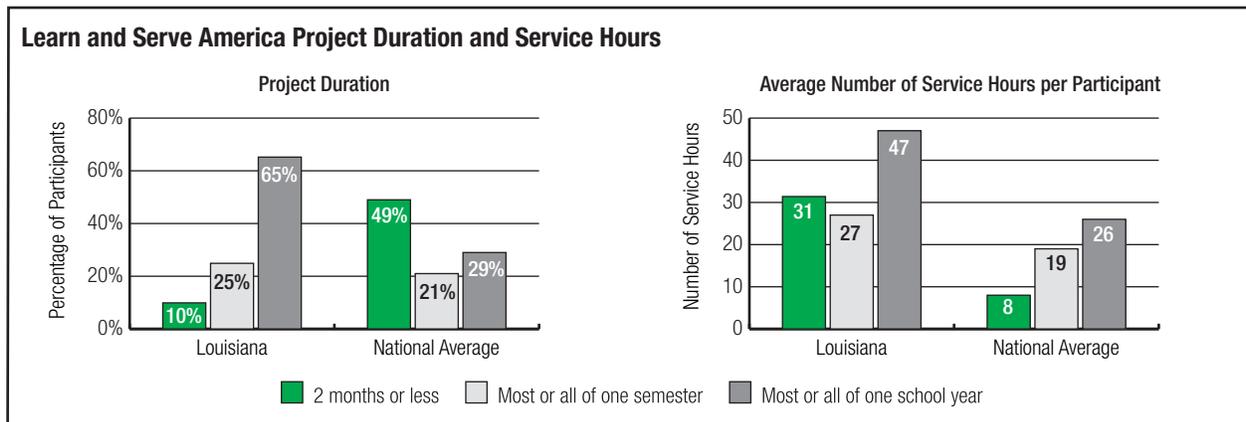
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Louisiana; data tables however, are based on the number of programs that submitted reports through LASSIE. For Louisiana, 32 of 33 (97.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Louisiana	Percent School Age (5-17 years old) ² Population in Louisiana
Ethnicity: Hispanic / Non-Hispanic Participants	3.8% / 96.2%	3.0% / 97.0%
Race		
Native American/Alaskan Native	3.0%	0.7%
Asian American	1.2%	1.4%
Black or African American	37.1%	40.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	58.1%	56.7%
Two or More Races	0.5%	1.2%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Louisiana	National Average	Louisiana	National Average
Has a Service-Learning Advisory Board	8%	51%	0.08	0.51
Has a Service-Learning Coordinator ⁴	21%	66%	0.21	0.66
Service-Learning is part of the Strategic Plan	58%	77%	0.58	0.77
Service-Learning is part of the Core Curriculum ⁵	25%	54%	0.25	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	32%	52%	0.32	0.52
Institutionalization Index Score Total			1.44	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Louisiana, 0.1% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

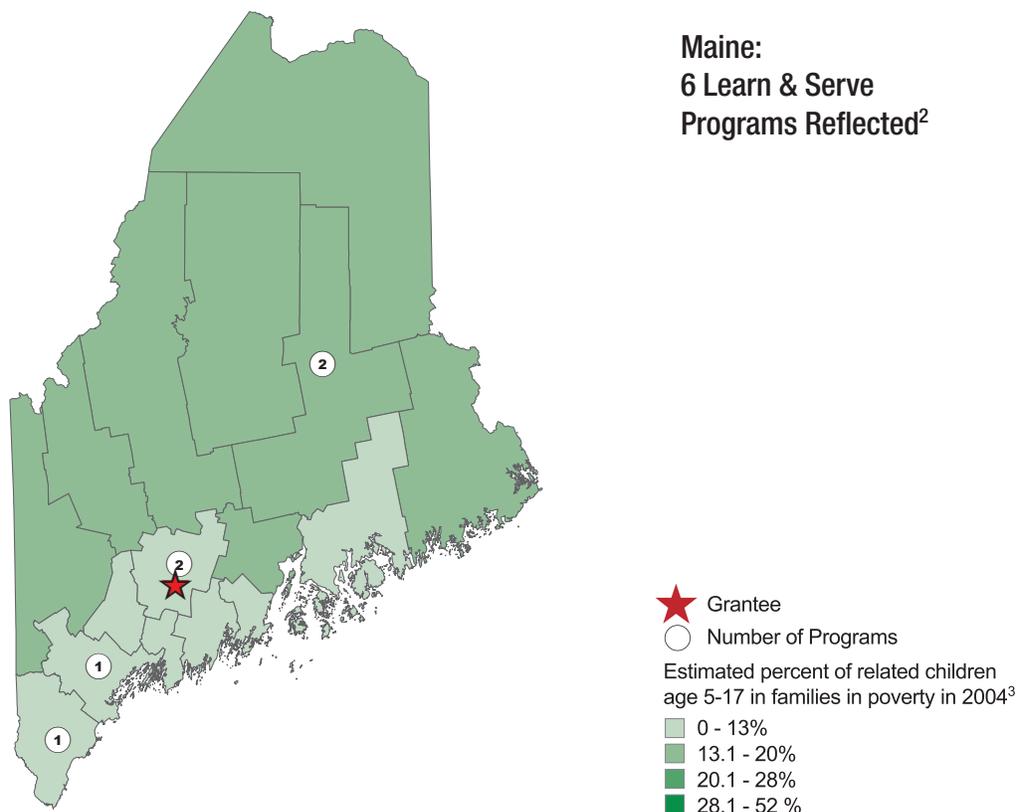
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Maine, 2005-2006: \$81,546

Learn and Serve America Student and Adult Participants		
	Maine	National Median⁴
Number of student participants	3,752	5,373
Median number of student participants per program	325	226
Total number of service hours	28,438	100,248
Number of teachers/staff involved with Learn and Serve programs	137	292
Median number of teachers/staff per program	22	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

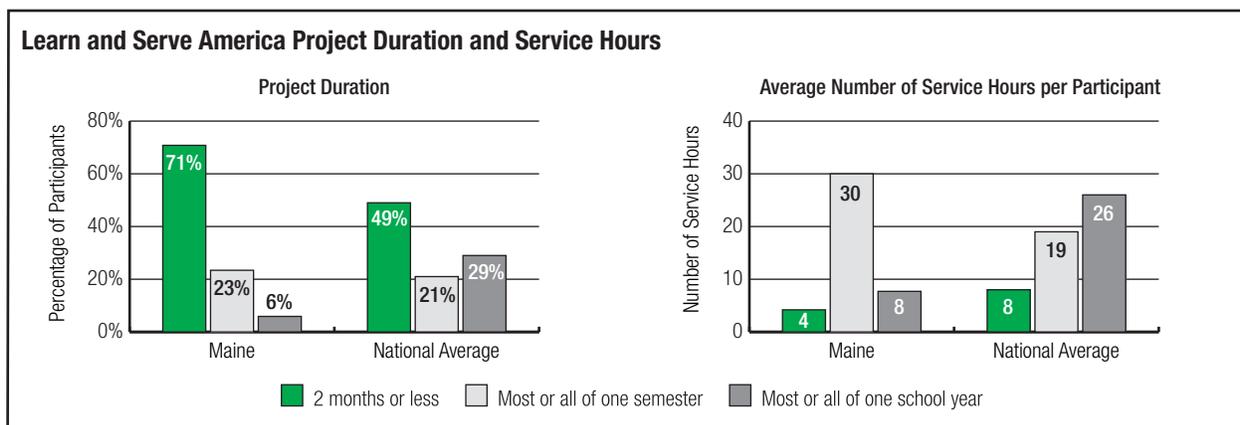
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Maine; data tables however, are based on the number of programs that submitted reports through LASSIE. For Maine, 6 of 6 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Maine	Percent School Age (5-17 years old) ² Population in Maine
Ethnicity: Hispanic / Non-Hispanic Participants	0.8% / 99.2%	1.4% / 98.6%
Race		
Native American/Alaskan Native	0.1%	0.8%
Asian American	0.5%	1.0%
Black or African American	0.6%	1.1%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	98.2%	95.4%
Two or More Races	0.6%	1.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Maine	National Average	Maine	National Average
Has a Service-Learning Advisory Board	83%	51%	0.83	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	67%	77%	0.67	0.77
Service-Learning is part of the Core Curriculum ⁵	40%	54%	0.40	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	83%	52%	0.83	0.52
Institutionalization Index Score Total			3.73	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Maine, 0.6% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

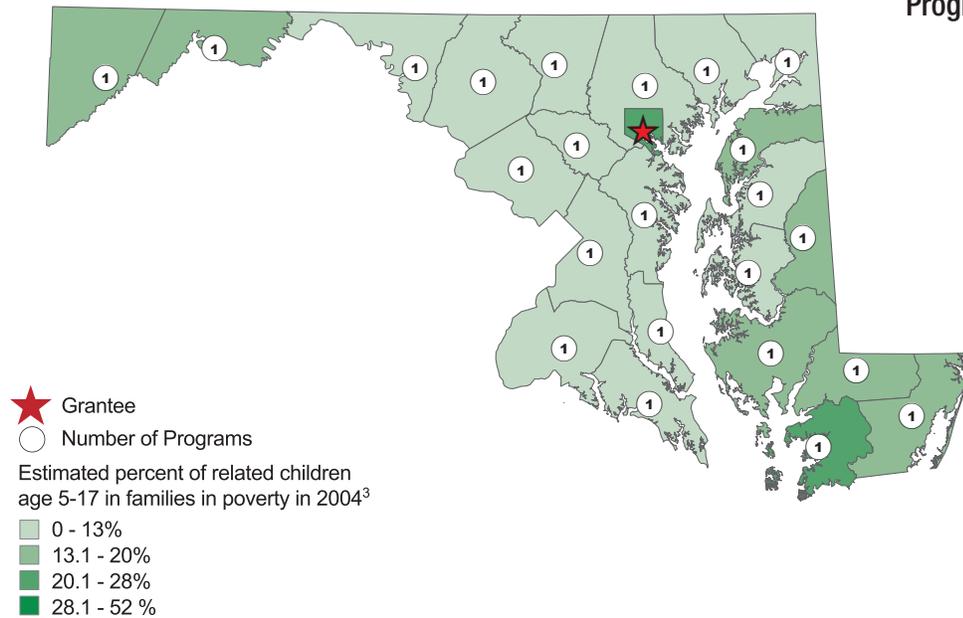
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Maryland:
23 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Maryland, 2005-2006: \$316,270

Learn and Serve America Student and Adult Participants		
	Maryland	National Median⁴
Number of student participants	297,489	5,373
Median number of student participants per program	4,419	226
Total number of service hours	2,311,432	100,248
Number of teachers/staff involved with Learn and Serve programs	5,311	292
Median number of teachers/staff per program	90	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

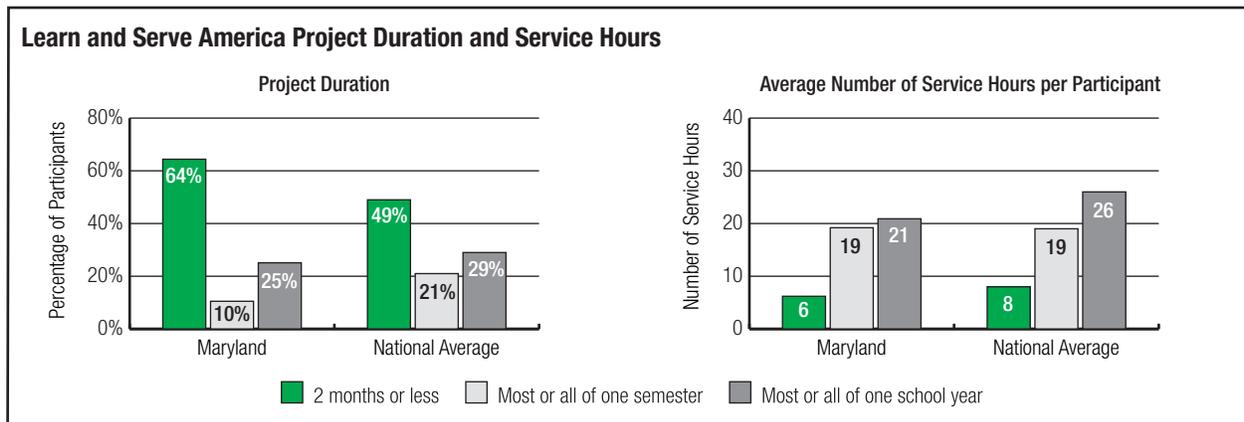
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Maryland; data tables however, are based on the number of programs that submitted reports through LASSIE. For Maryland, 23 of 23 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Maryland	Percent School Age (5-17 years old) ² Population in Maryland
Ethnicity: Hispanic / Non-Hispanic Participants	3.8% / 96.2%	6.5% / 93.5%
Race		
Native American/Alaskan Native	0.4%	0.3%
Asian American	3.0%	4.2%
Black or African American	23.4%	33.4%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	73.0%	59.3%
Two or More Races	0.2%	2.7%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Maryland	National Average	Maryland	National Average
Has a Service-Learning Advisory Board	61%	51%	0.61	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	82%	77%	0.82	0.77
Service-Learning is part of the Core Curriculum ⁵	91%	54%	0.91	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	65%	52%	0.65	0.52
Institutionalization Index Score Total			3.99	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Maryland, 1.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

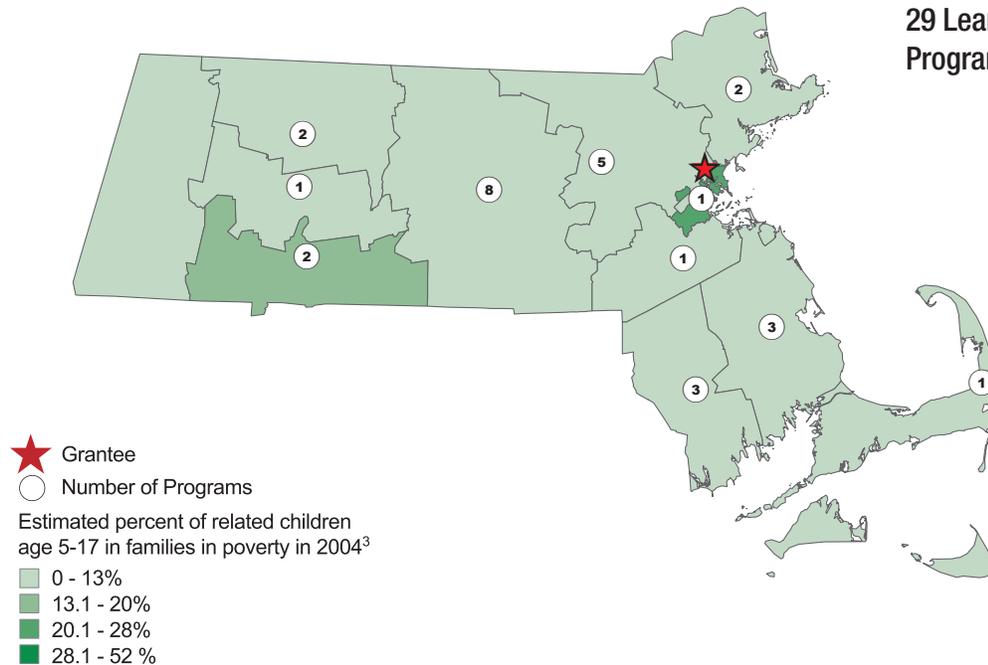
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Massachusetts:
29 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Massachusetts, 2005-2006: \$426,699

Learn and Serve America Student and Adult Participants		
	Massachusetts	National Median⁴
Number of student participants	27,099	5,373
Median number of student participants per program	425	226
Total number of service hours	321,652	100,248
Number of teachers/staff involved with Learn and Serve programs	1,176	292
Median number of teachers/staff per program	17	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

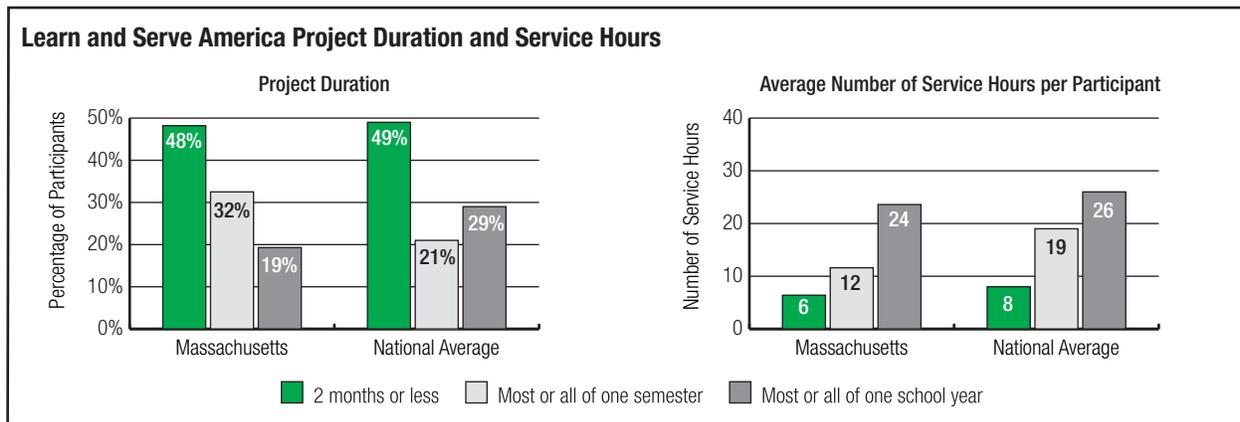
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Massachusetts; data tables however, are based on the number of programs that submitted reports through LASSIE. For Massachusetts, 28 of 29 (96.6%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Massachusetts	Percent School Age (5-17 years old) ² Population in Massachusetts
Ethnicity: Hispanic / Non-Hispanic Participants	10.6% / 89.4%	11.2% / 88.8%
Race		
Native American/Alaskan Native	0.4%	0.4%
Asian American	3.3%	4.5%
Black or African American	7.2%	8.8%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	86.0%	83.8%
Two or More Races	3.1%	2.4%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Massachusetts	National Average	Massachusetts	National Average
Has a Service-Learning Advisory Board	78%	51%	0.78	0.51
Has a Service-Learning Coordinator ⁴	79%	66%	0.79	0.66
Service-Learning is part of the Strategic Plan	64%	77%	0.64	0.77
Service-Learning is part of the Core Curriculum ⁵	62%	54%	0.62	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	61%	52%	0.61	0.52
Institutionalization Index Score Total			3.44	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Massachusetts, 4.2% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

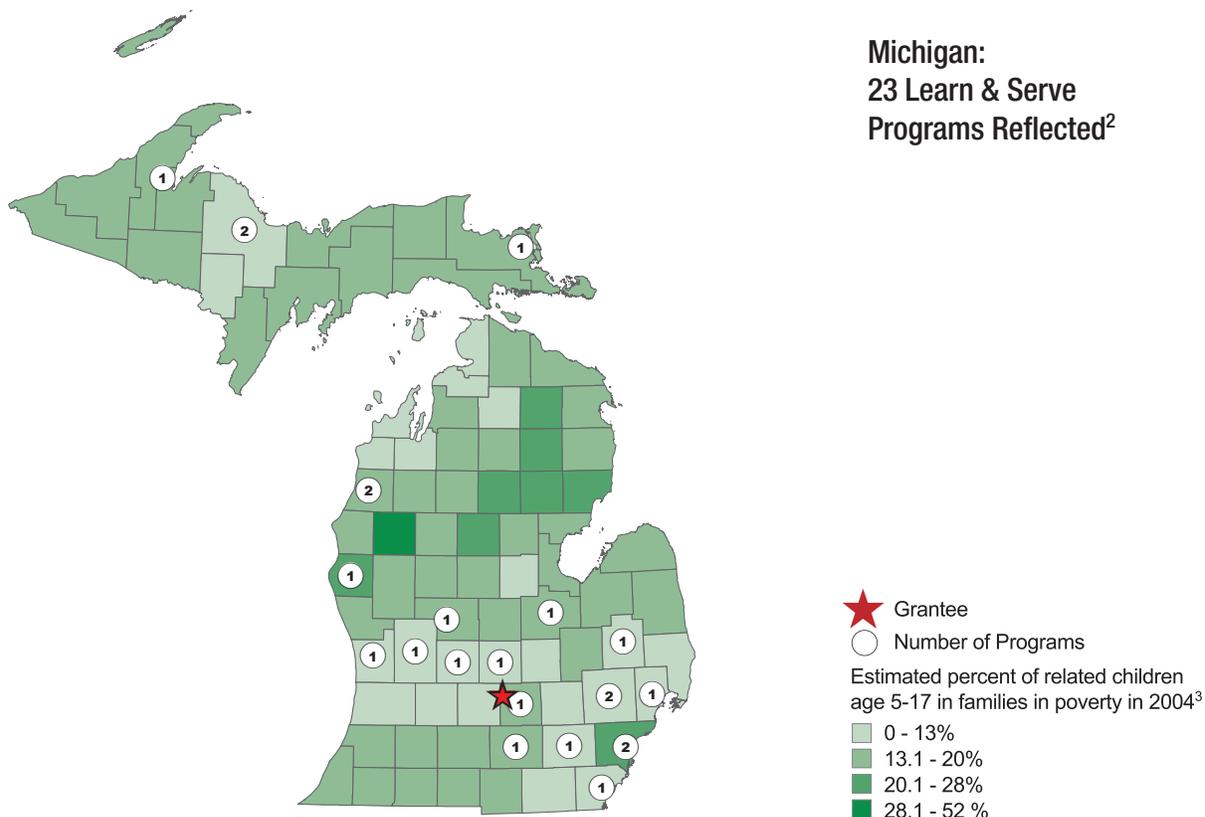
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Michigan, 2005-2006: \$727,650

Learn and Serve America Student and Adult Participants		
	Michigan	National Median⁴
Number of student participants	38,280	5,373
Median number of student participants per program	1,060	226
Total number of service hours	354,488	100,248
Number of teachers/staff involved with Learn and Serve programs	1,174	292
Median number of teachers/staff per program	38	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

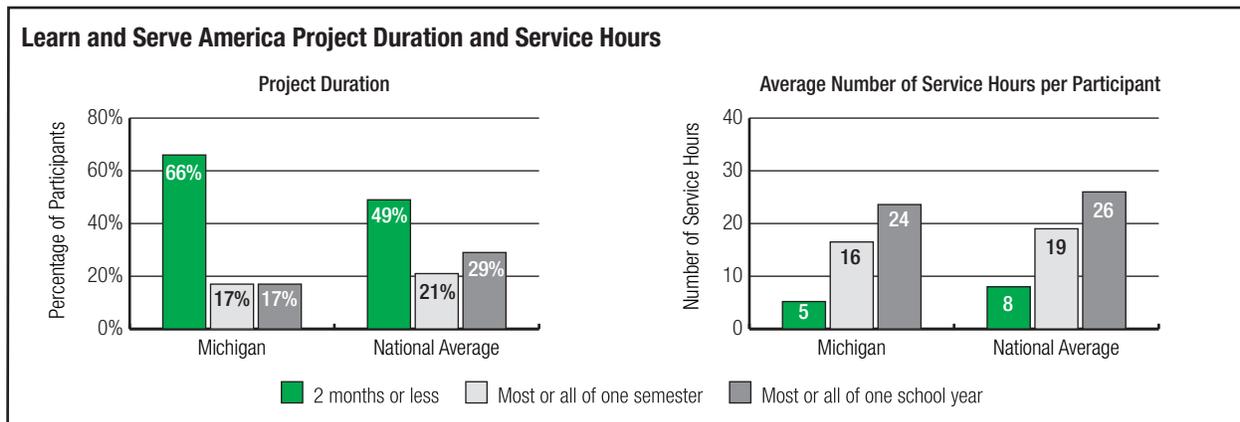
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Michigan; data tables however, are based on the number of programs that submitted reports through LASSIE. For Michigan, 23 of 23 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Michigan	Percent School Age (5-17 years old) ² Population in Michigan
Ethnicity: Hispanic / Non-Hispanic Participants	4.0% / 96.0%	5.2% / 94.8%
Race Native American/Alaskan Native	1.4%	0.7%
Asian American	1.9%	2.2%
Black or African American	6.5%	18.1%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	88.2%	76.3%
Two or More Races	2.0%	2.7%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Michigan	National Average	Michigan	National Average
Has a Service-Learning Advisory Board	91%	51%	0.91	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	90%	77%	0.90	0.77
Service-Learning is part of the Core Curriculum ⁵	68%	54%	0.68	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	91%	52%	0.91	0.52
Institutionalization Index Score Total			4.40	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Michigan, 1.6% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

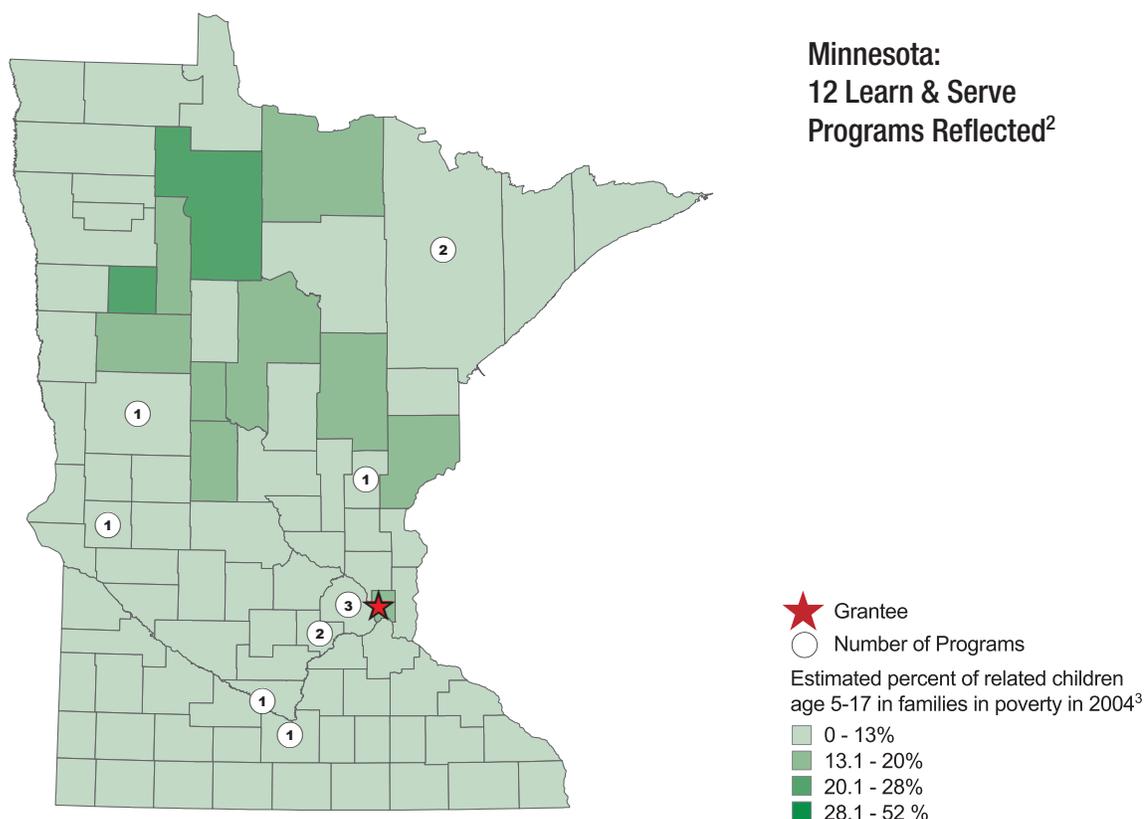
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Minnesota, 2005-2006: \$281,607

Learn and Serve America Student and Adult Participants		
	Minnesota	National Median⁴
Number of student participants	17,031	5,373
Median number of student participants per program	974	226
Total number of service hours	128,581	100,248
Number of teachers/staff involved with Learn and Serve programs	1,065	292
Median number of teachers/staff per program	54	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

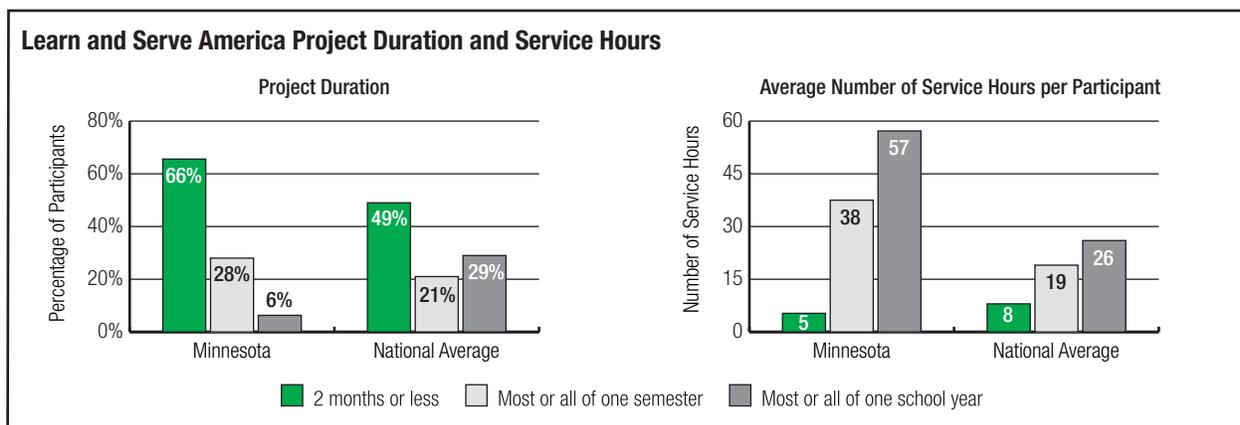
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Minnesota; data tables however, are based on the number of programs that submitted reports through LASSIE. For Minnesota, 11 of 12 (91.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Minnesota	Percent School Age (5-17 years old) ² Population in Minnesota
Ethnicity: Hispanic / Non-Hispanic Participants	5.1% / 94.9%	5.0% / 95.0%
Race		
Native American/Alaskan Native	3.1%	1.6%
Asian American	3.4%	4.5%
Black or African American	9.4%	6.0%
Native Hawaiian/Pacific Islander	0.4%	0.1%
White	82.0%	84.8%
Two or More Races	1.6%	3.0%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Minnesota	National Average	Minnesota	National Average
Has a Service-Learning Advisory Board	100%	51%	1.00	0.51
Has a Service-Learning Coordinator ⁴	64%	66%	0.64	0.66
Service-Learning is part of the Strategic Plan	73%	77%	0.73	0.77
Service-Learning is part of the Core Curriculum ⁵	82%	54%	0.82	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	55%	52%	0.55	0.52
Institutionalization Index Score Total			3.74	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Minnesota, 2.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

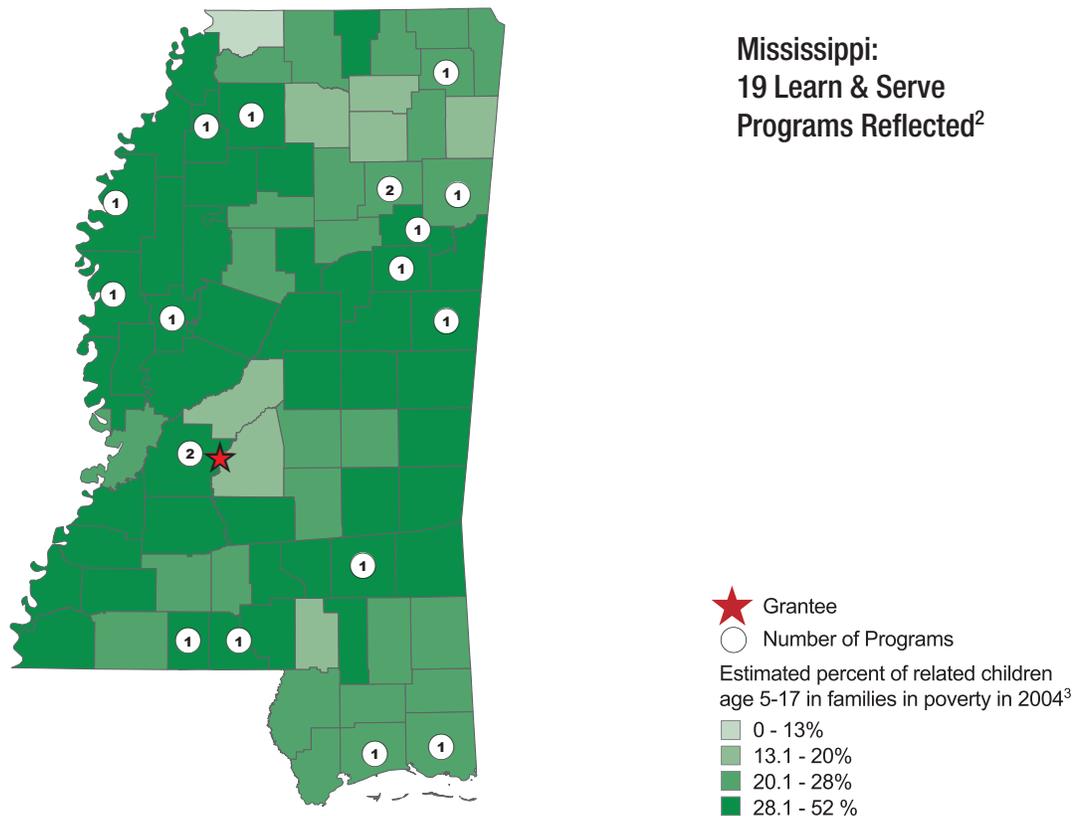
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Mississippi, 2005-2006: \$237,616

Learn and Serve America Student and Adult Participants		
	Mississippi	National Median⁴
Number of student participants	2,935	5,373
Median number of student participants per program	135	226
Total number of service hours	46,622	100,248
Number of teachers/staff involved with Learn and Serve programs	223	292
Median number of teachers/staff per program	10	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

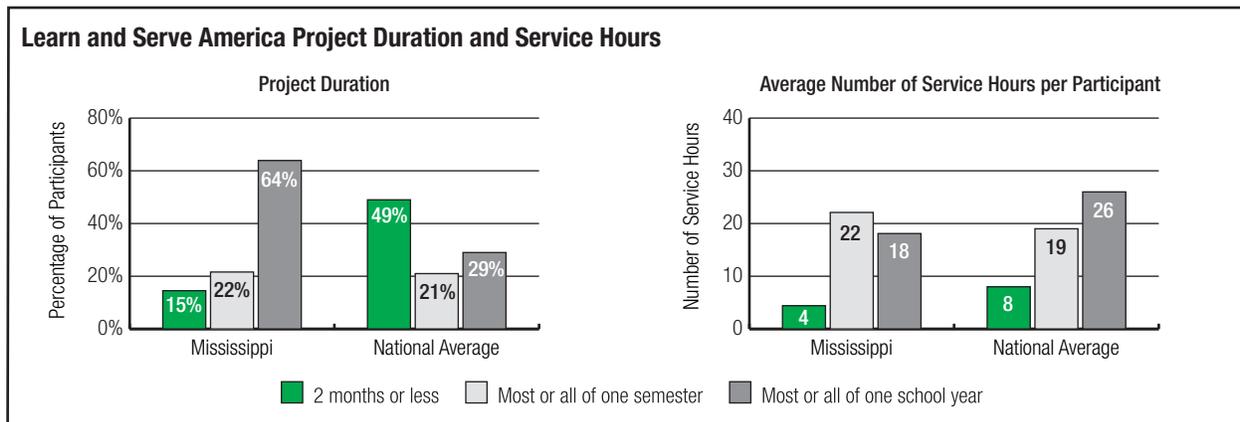
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Mississippi; data tables however, are based on the number of programs that submitted reports through LASSIE. For Mississippi, 14 of 19 (73.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Mississippi	Percent School Age (5-17 years old) ² Population in Mississippi
Ethnicity: Hispanic / Non-Hispanic Participants	0.7% / 99.3%	1.9% / 98.1%
Race		
Native American/Alaskan Native	0.0%	0.6%
Asian American	0.4%	0.7%
Black or African American	58.9%	44.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	40.2%	53.0%
Two or More Races	0.5%	0.9%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Mississippi	National Average	Mississippi	National Average
Has a Service-Learning Advisory Board	31%	51%	0.31	0.51
Has a Service-Learning Coordinator ⁴	64%	66%	0.64	0.66
Service-Learning is part of the Strategic Plan	75%	77%	0.75	0.77
Service-Learning is part of the Core Curriculum ⁵	25%	54%	0.25	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	31%	52%	0.31	0.52
Institutionalization Index Score Total			2.26	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Mississippi, 0.8% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

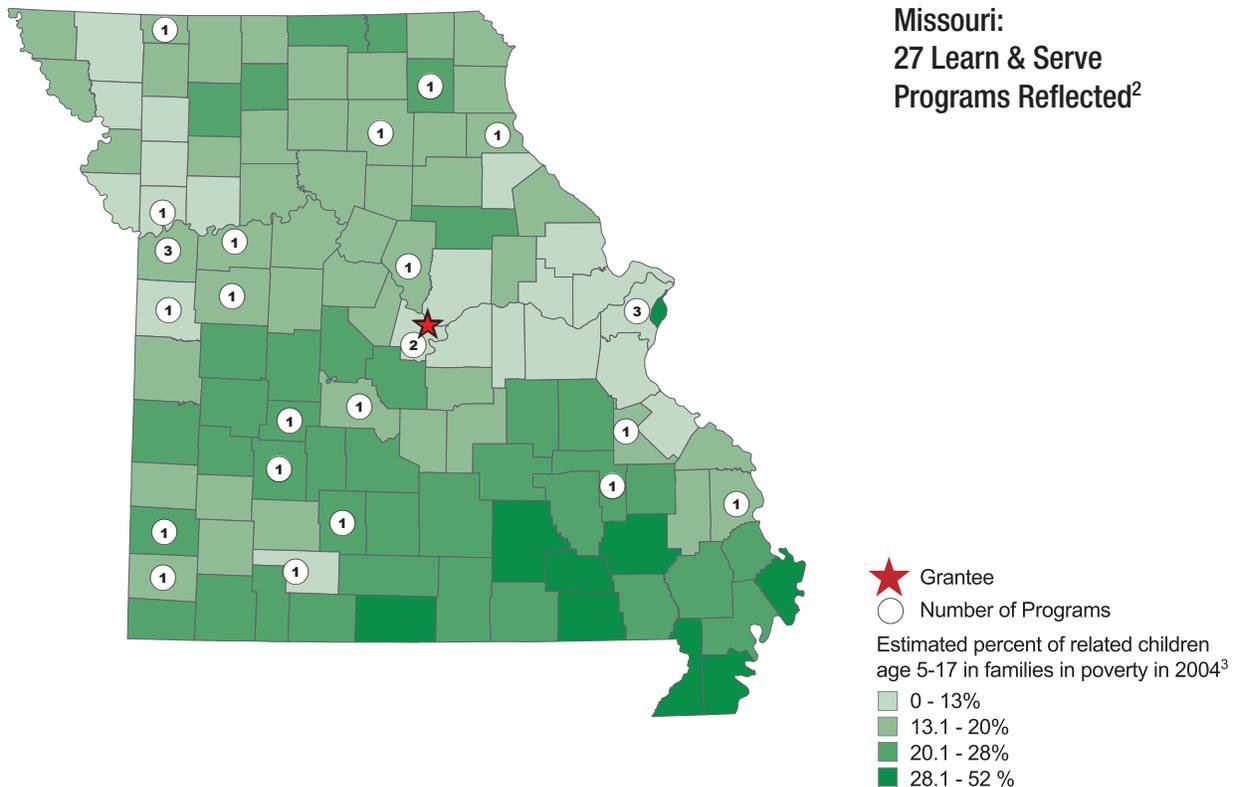
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Missouri, 2005-2006: \$362,043

Learn and Serve America Student and Adult Participants		
	Missouri	National Median⁴
Number of student participants	11,494	5,373
Median number of student participants per program	260	226
Total number of service hours	222,954	100,248
Number of teachers/staff involved with Learn and Serve programs	509	292
Median number of teachers/staff per program	10	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

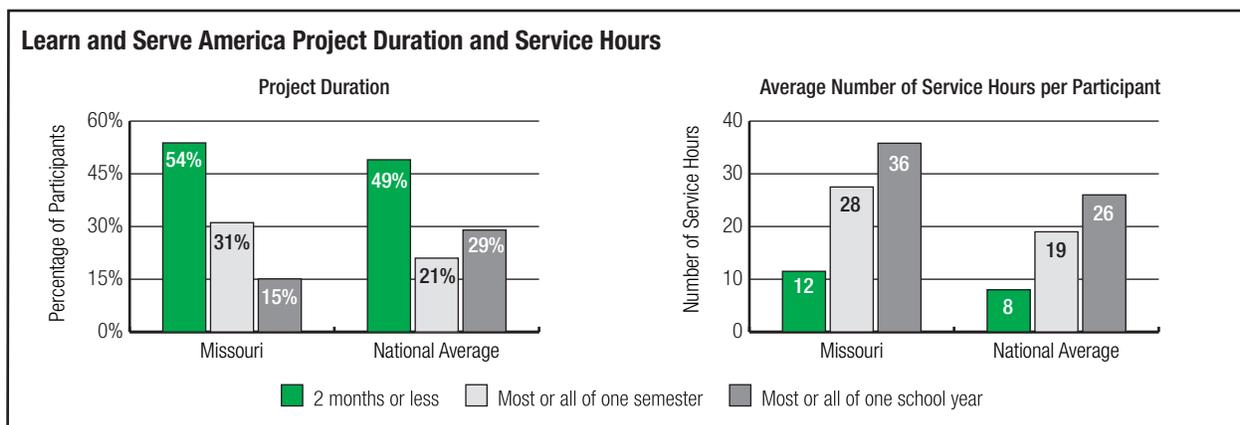
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Missouri; data tables however, are based on the number of programs that submitted reports through LASSIE. For Missouri, 27 of 27 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Missouri	Percent School Age (5-17 years old) ² Population in Missouri
Ethnicity: Hispanic / Non-Hispanic Participants	4.0% / 96.0%	3.5% / 96.5%
Race		
Native American/Alaskan Native	2.4%	0.5%
Asian American	1.0%	1.2%
Black or African American	12.9%	14.8%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	82.3%	81.3%
Two or More Races	1.2%	2.2%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Missouri	National Average	Missouri	National Average
Has a Service-Learning Advisory Board	100%	51%	1.00	0.51
Has a Service-Learning Coordinator ⁴	76%	66%	0.76	0.66
Service-Learning is part of the Strategic Plan	82%	77%	0.82	0.77
Service-Learning is part of the Core Curriculum ⁵	41%	54%	0.41	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	39%	52%	0.39	0.52
Institutionalization Index Score Total			3.38	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Missouri, 3.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

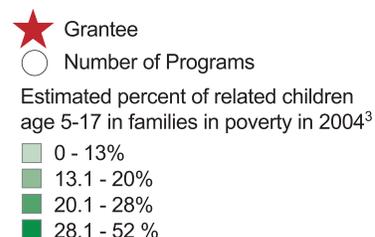
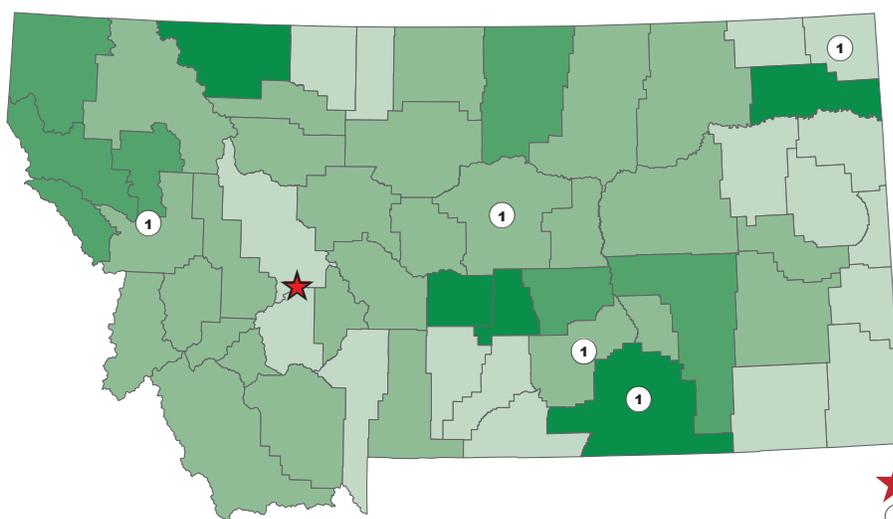
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Montana:
5 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Montana, 2005-2006: \$64,045

Learn and Serve America Student and Adult Participants		
	Montana	National Median⁴
Number of student participants	1,095	5,373
Median number of student participants per program	253	226
Total number of service hours	10,702	100,248
Number of teachers/staff involved with Learn and Serve programs	41	292
Median number of teachers/staff per program	7	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

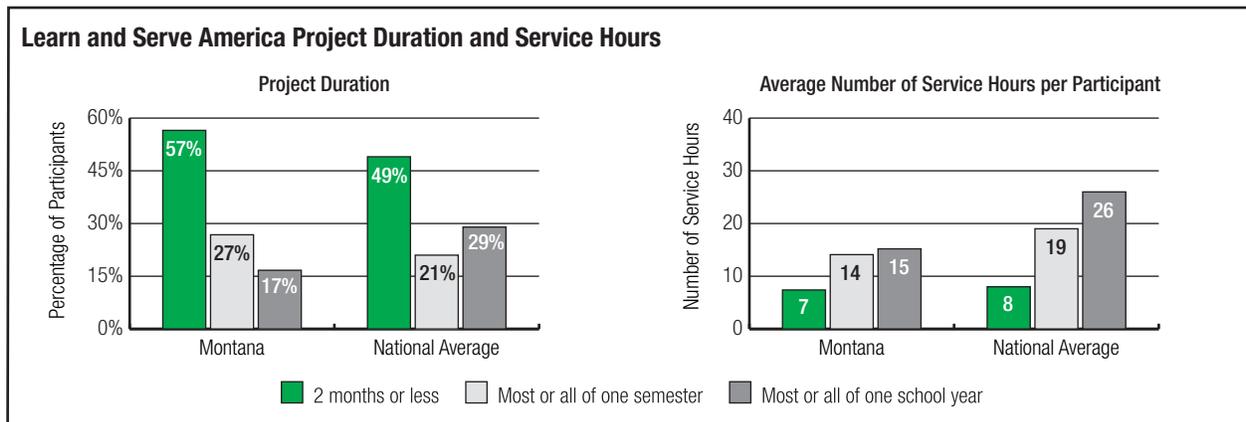
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Montana; data tables however, are based on the number of programs that submitted reports through LASSIE. For Montana, 5 of 5 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Montana	Percent School Age (5-17 years old) ² Population in Montana
Ethnicity: Hispanic / Non-Hispanic Participants	1.7% / 98.3%	3.6% / 96.4%
Race Native American/Alaskan Native	22.4%	9.7%
Asian American	1.0%	0.5%
Black or African American	1.0%	0.5%
Native Hawaiian/Pacific Islander	0.4%	0.0%
White	73.6%	86.4%
Two or More Races	1.6%	2.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Montana	National Average	Montana	National Average
Has a Service-Learning Advisory Board	60%	51%	0.60	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	80%	77%	0.80	0.77
Service-Learning is part of the Core Curriculum ⁵	40%	54%	0.40	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	80%	52%	0.80	0.52
Institutionalization Index Score Total			3.60	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Montana, 1.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

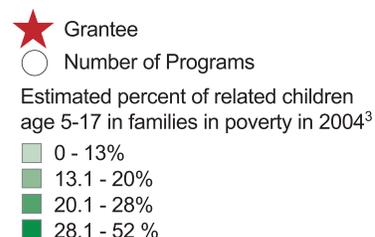
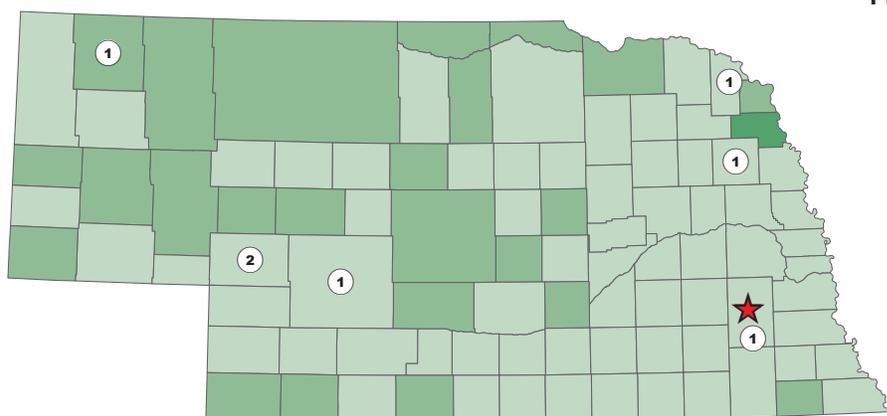
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Nebraska:
7 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Nebraska, 2005-2006: \$101,488

Learn and Serve America Student and Adult Participants		
	Nebraska	National Median⁴
Number of student participants	434	5,373
Median number of student participants per program	46	226
Total number of service hours	9,470	100,248
Number of teachers/staff involved with Learn and Serve programs	48	292
Median number of teachers/staff per program	7	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

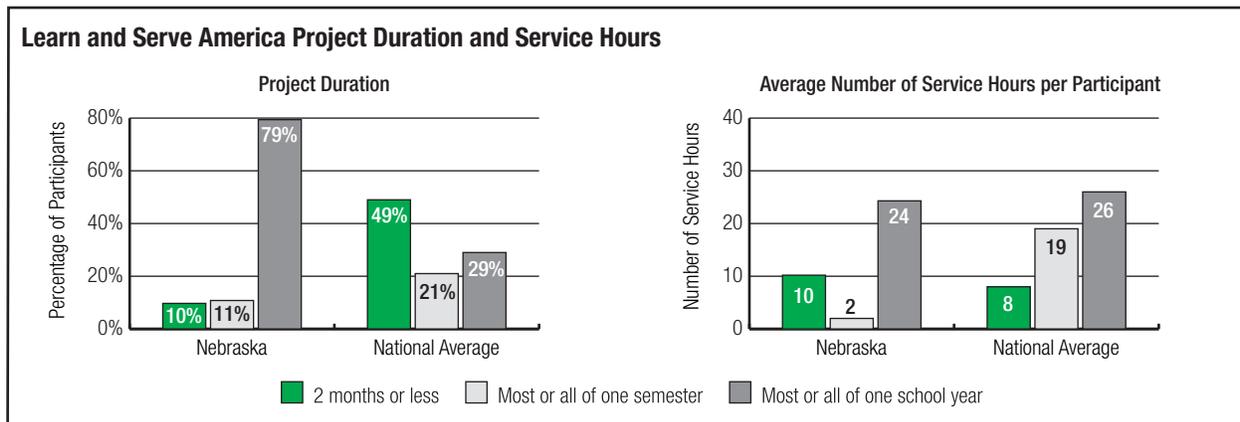
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Nebraska; data tables however, are based on the number of programs that submitted reports through LASSIE. For Nebraska, 6 of 7 (85.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Nebraska	Percent School Age (5-17 years old) ² Population in Nebraska
Ethnicity: Hispanic / Non-Hispanic Participants	4.7% / 95.3%	10.1% / 89.9%
Race		
Native American/Alaskan Native	2.5%	1.4%
Asian American	0.0%	1.4%
Black or African American	3.8%	5.9%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	89.2%	89.0%
Two or More Races	4.6%	2.3%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Nebraska	National Average	Nebraska	National Average
Has a Service-Learning Advisory Board	17%	51%	0.17	0.51
Has a Service-Learning Coordinator ⁴	0%	66%	0.00	0.66
Service-Learning is part of the Strategic Plan	50%	77%	0.50	0.77
Service-Learning is part of the Core Curriculum ⁵	50%	54%	0.50	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	0%	52%	0.00	0.52
Institutionalization Index Score Total			1.17	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Nebraska, 3.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

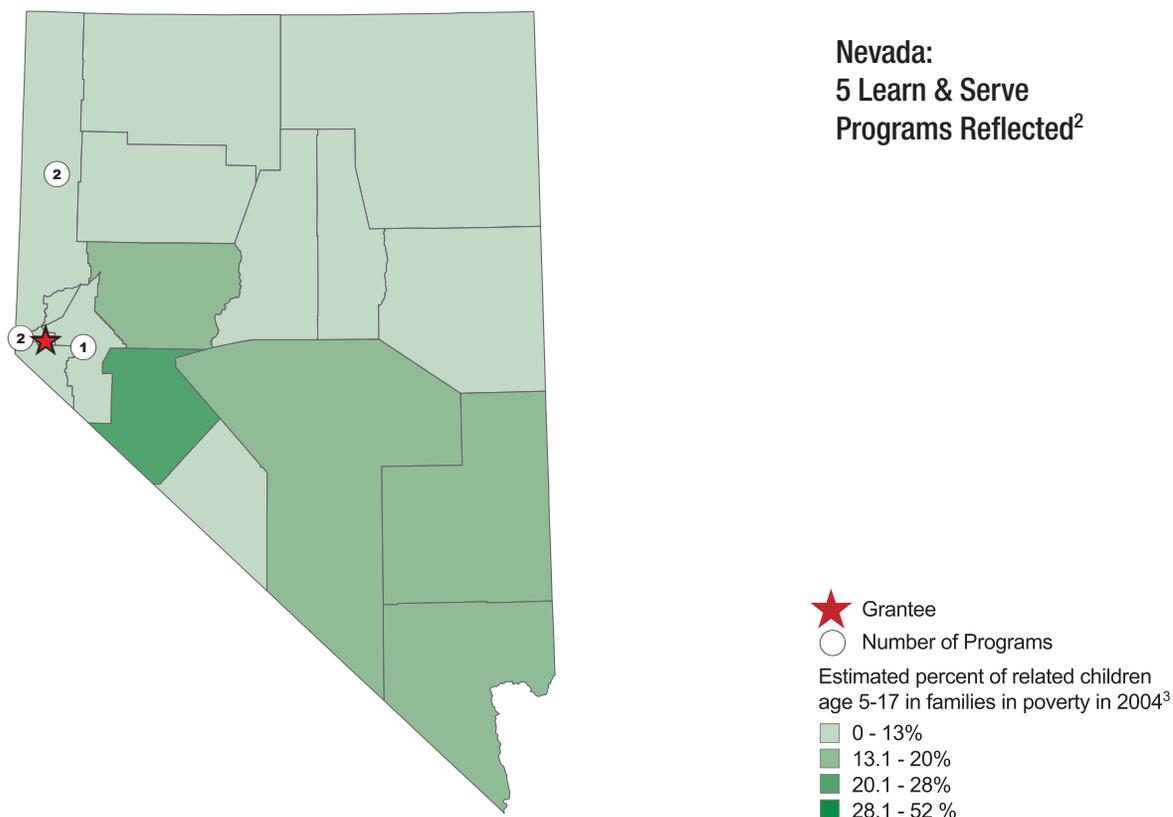
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Nevada, 2005-2006: \$118,452

Learn and Serve America Student and Adult Participants		
	Nevada	National Median⁴
Number of student participants	392	5,373
Median number of student participants per program	52	226
Total number of service hours	5,090	100,248
Number of teachers/staff involved with Learn and Serve programs	11	292
Median number of teachers/staff per program	5	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

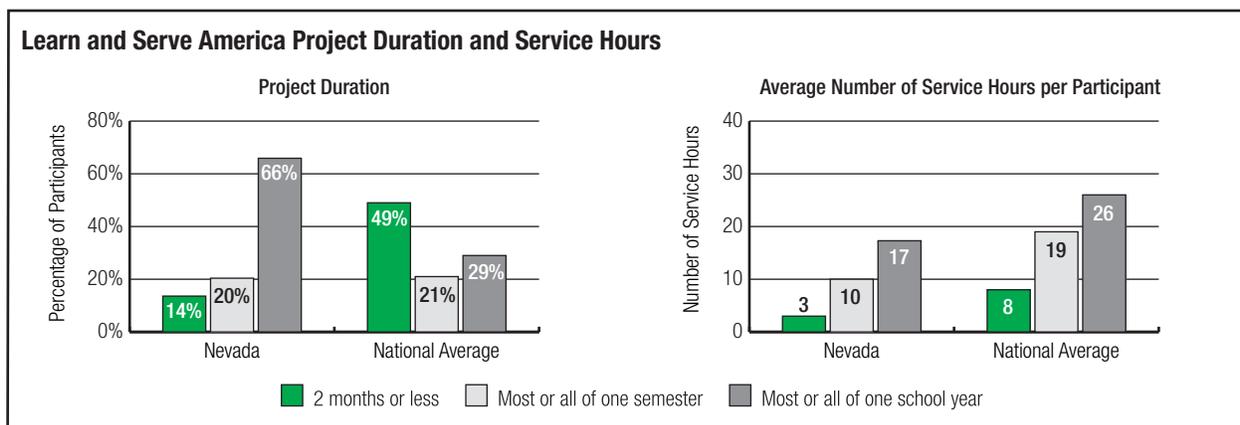
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Nevada; data tables however, are based on the number of programs that submitted reports through LASSIE. For Nevada, 3 of 5 (60.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Nevada	Percent School Age (5-17 years old) ² Population in Nevada
Ethnicity: Hispanic / Non-Hispanic Participants	9.5% / 90.5%	32.2% / 67.8%
Race		
Native American/Alaskan Native	1.8%	1.6%
Asian American	1.4%	4.6%
Black or African American	0.2%	9.5%
Native Hawaiian/Pacific Islander	1.4%	0.6%
White	95.3%	79.0%
Two or More Races	0.0%	4.6%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Nevada	National Average	Nevada	National Average
Has a Service-Learning Advisory Board	100%	51%	1.00	0.51
Has a Service-Learning Coordinator ⁴	0%	66%	0.00	0.66
Service-Learning is part of the Strategic Plan	0%	77%	0.00	0.77
Service-Learning is part of the Core Curriculum ⁵	50%	54%	0.50	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	0%	52%	0.00	0.52
Institutionalization Index Score Total			1.50	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Nevada, 8.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

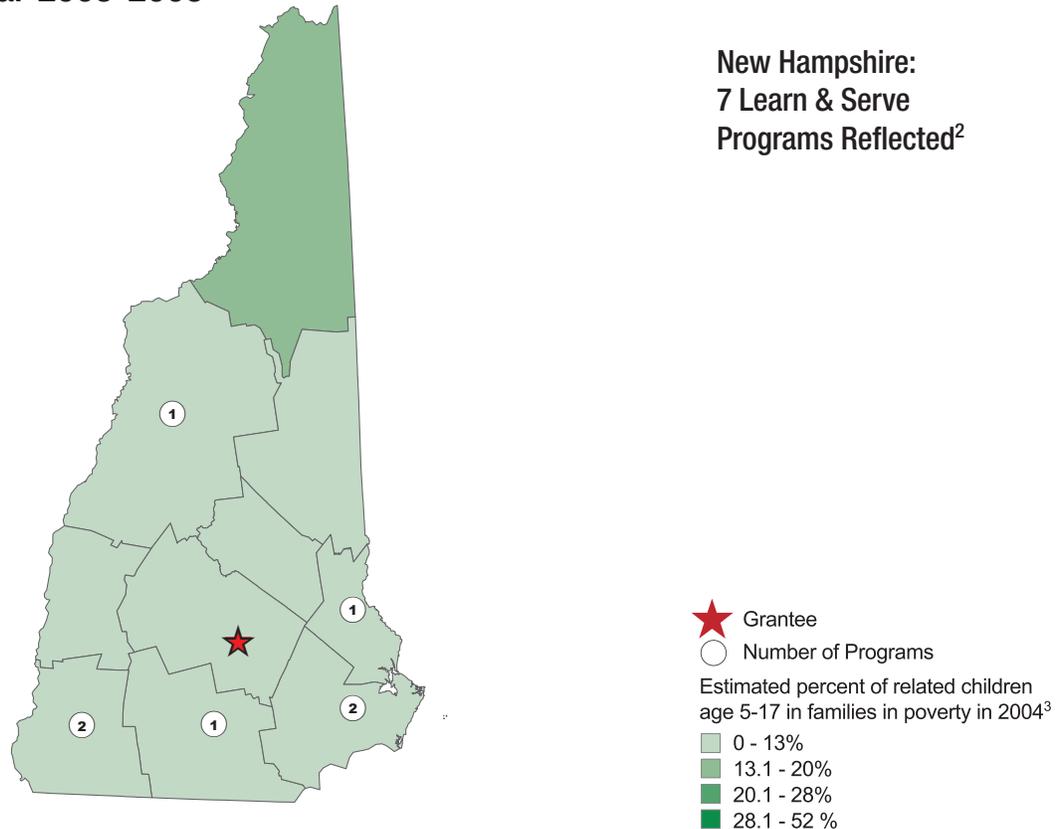
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for New Hampshire, 2005-2006: \$67,937

Learn and Serve America Student and Adult Participants		
	New Hampshire	National Median⁴
Number of student participants	2,595	5,373
Median number of student participants per program	280	226
Total number of service hours	27,055	100,248
Number of teachers/staff involved with Learn and Serve programs	185	292
Median number of teachers/staff per program	18	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

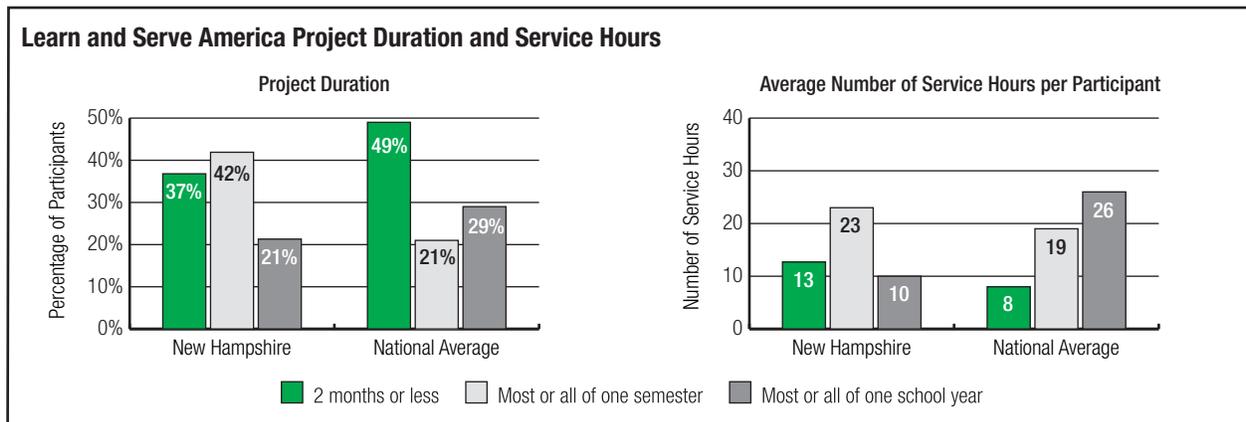
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Hampshire; data tables however, are based on the number of programs that submitted reports through LASSIE. For New Hampshire, 7 of 7 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in New Hampshire	Percent School Age (5-17 years old) ² Population in New Hampshire
Ethnicity: Hispanic / Non-Hispanic Participants	3.1% / 96.9%	3.0% / 97.0%
Race Native American/Alaskan Native	0.0%	0.3%
Asian American	0.7%	1.6%
Black or African American	1.1%	1.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	73.2%	95.3%
Two or More Races	25.0%	1.7%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	New Hampshire	National Average	New Hampshire	National Average
Has a Service-Learning Advisory Board	86%	51%	0.86	0.51
Has a Service-Learning Coordinator ⁴	57%	66%	0.57	0.66
Service-Learning is part of the Strategic Plan	80%	77%	0.80	0.77
Service-Learning is part of the Core Curriculum ⁵	40%	54%	0.40	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	14%	52%	0.14	0.52
Institutionalization Index Score Total			2.77	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For New Hampshire, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

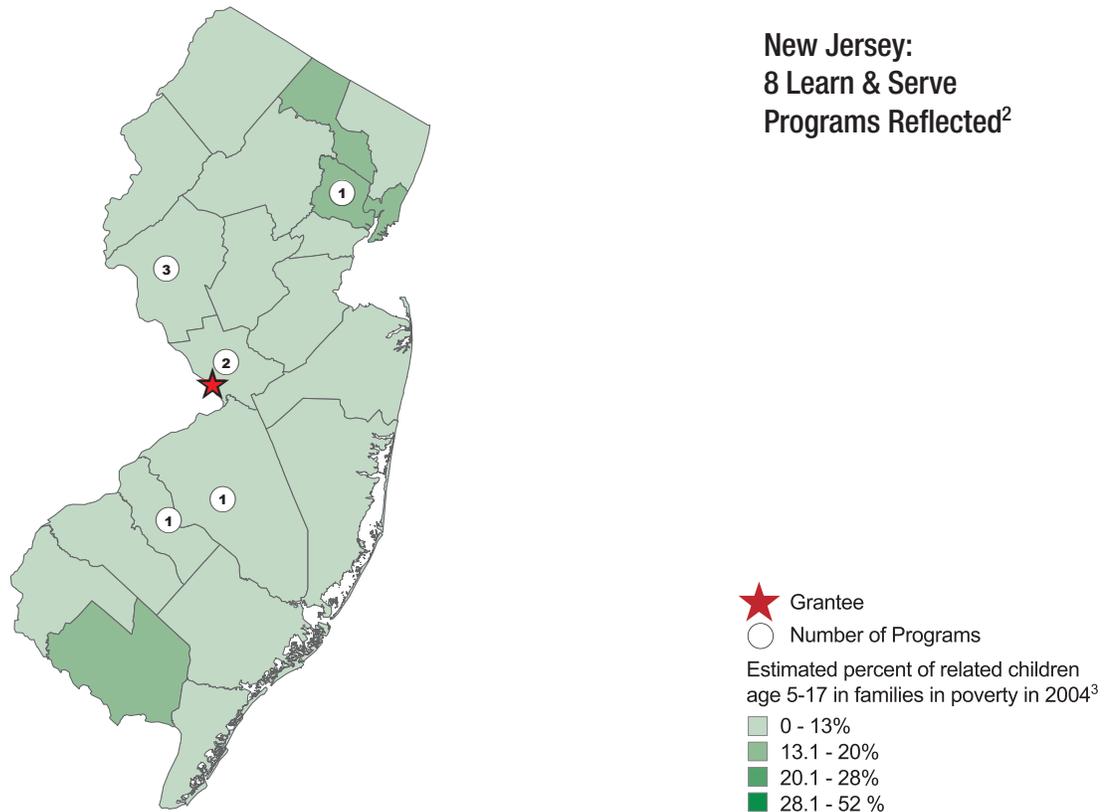
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for New Jersey, 2005-2006: \$535,366

Learn and Serve America Student and Adult Participants		
	New Jersey	National Median⁴
Number of student participants	9,299	5,373
Median number of student participants per program	556	226
Total number of service hours	115,229	100,248
Number of teachers/staff involved with Learn and Serve programs	449	292
Median number of teachers/staff per program	35	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

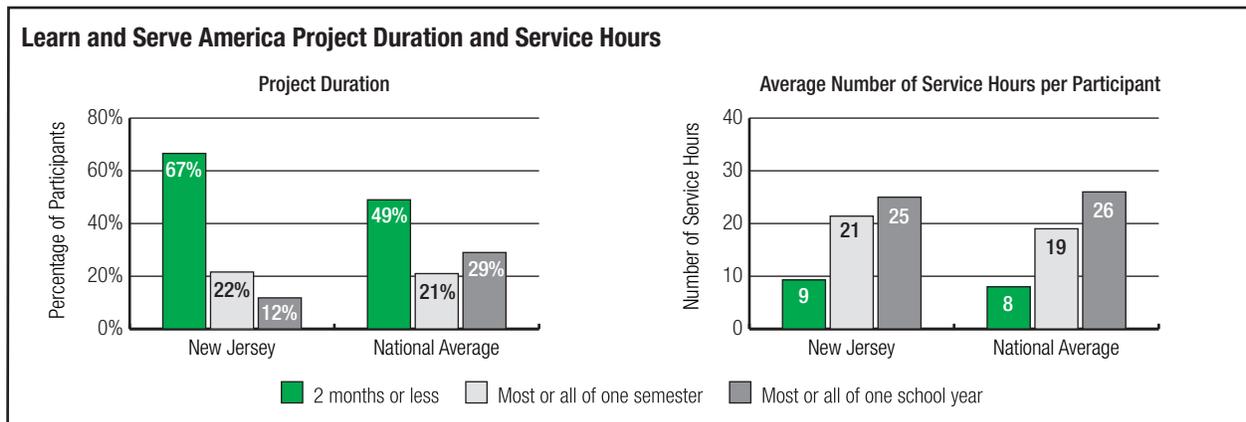
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Jersey; data tables however, are based on the number of programs that submitted reports through LASSIE. For New Jersey, 8 of 8 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in New Jersey	Percent School Age (5-17 years old) ² Population in New Jersey
Ethnicity: Hispanic / Non-Hispanic Participants	5.4% / 94.6%	17.1% / 82.9%
Race		
Native American/Alaskan Native	0.3%	0.3%
Asian American	3.4%	7.0%
Black or African American	23.3%	17.1%
Native Hawaiian/Pacific Islander	0.5%	0.1%
White	70.6%	73.3%
Two or More Races	1.9%	2.1%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	New Jersey	National Average	New Jersey	National Average
Has a Service-Learning Advisory Board	88%	51%	0.88	0.51
Has a Service-Learning Coordinator ⁴	63%	66%	0.63	0.66
Service-Learning is part of the Strategic Plan	57%	77%	0.57	0.77
Service-Learning is part of the Core Curriculum ⁵	67%	54%	0.67	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	86%	52%	0.86	0.52
Institutionalization Index Score Total			3.61	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For New Jersey, 3.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

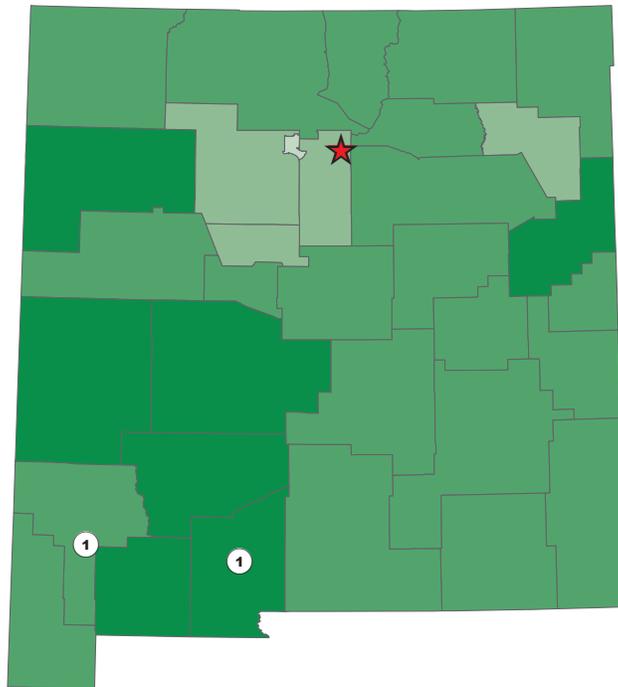
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

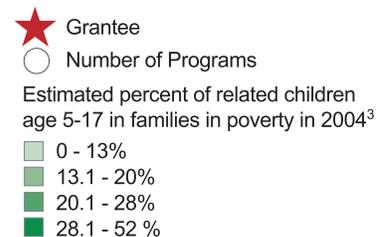
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**New Mexico:
2 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for New Mexico, 2005-2006: \$151,521

Learn and Serve America Student and Adult Participants		
	New Mexico	National Median⁴
Number of student participants	136	5,373
Median number of student participants per program	136	226
Total number of service hours	2,568	100,248
Number of teachers/staff involved with Learn and Serve programs	8	292
Median number of teachers/staff per program	8	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

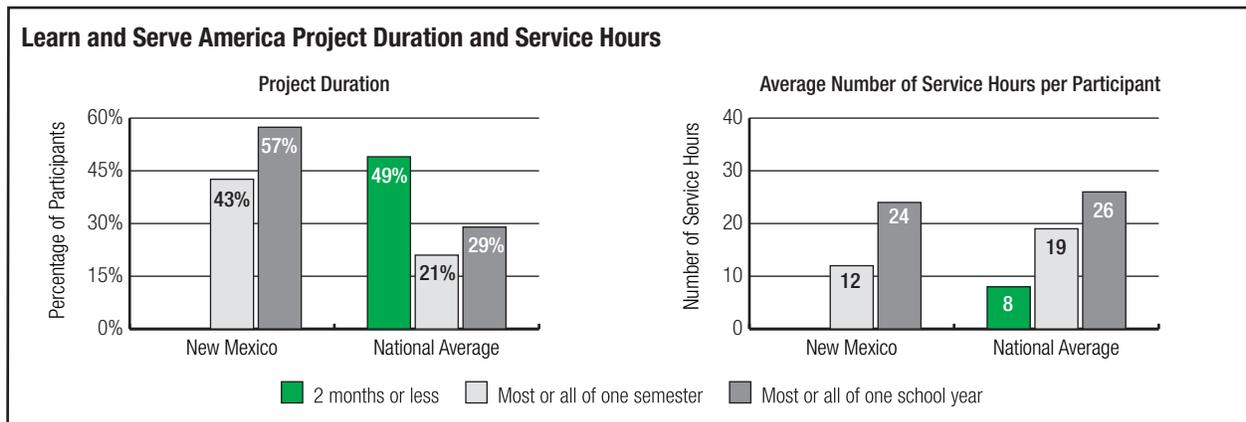
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Mexico; data tables however, are based on the number of programs that submitted reports through LASSIE. For New Mexico, 1 of 2 (50.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in New Mexico	Percent School Age (5-17 years old) ² Population in New Mexico
Ethnicity: Hispanic / Non-Hispanic Participants	97.1% / 2.9%	51.6% / 48.4%
Race Native American/Alaskan Native	0.0%	13.5%
Asian American	0.0%	1.1%
Black or African American	0.0%	2.9%
Native Hawaiian/Pacific Islander	0.0%	0.2%
White	100.0%	79.8%
Two or More Races	0.0%	2.5%



Service-Learning Institutionalization Index³	Percentage of Programs		Institutionalization Index Score	
	New Mexico	National Average	New Mexico	National Average
Has a Service-Learning Advisory Board	0%	51%	0.00	0.51
Has a Service-Learning Coordinator ⁴	0%	66%	0.00	0.66
Service-Learning is part of the Strategic Plan	0%	77%	0.00	0.77
Service-Learning is part of the Core Curriculum ⁵	0%	54%	0.00	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	100%	52%	1.00	0.52
Institutionalization Index Score Total			1.00	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For New Mexico, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

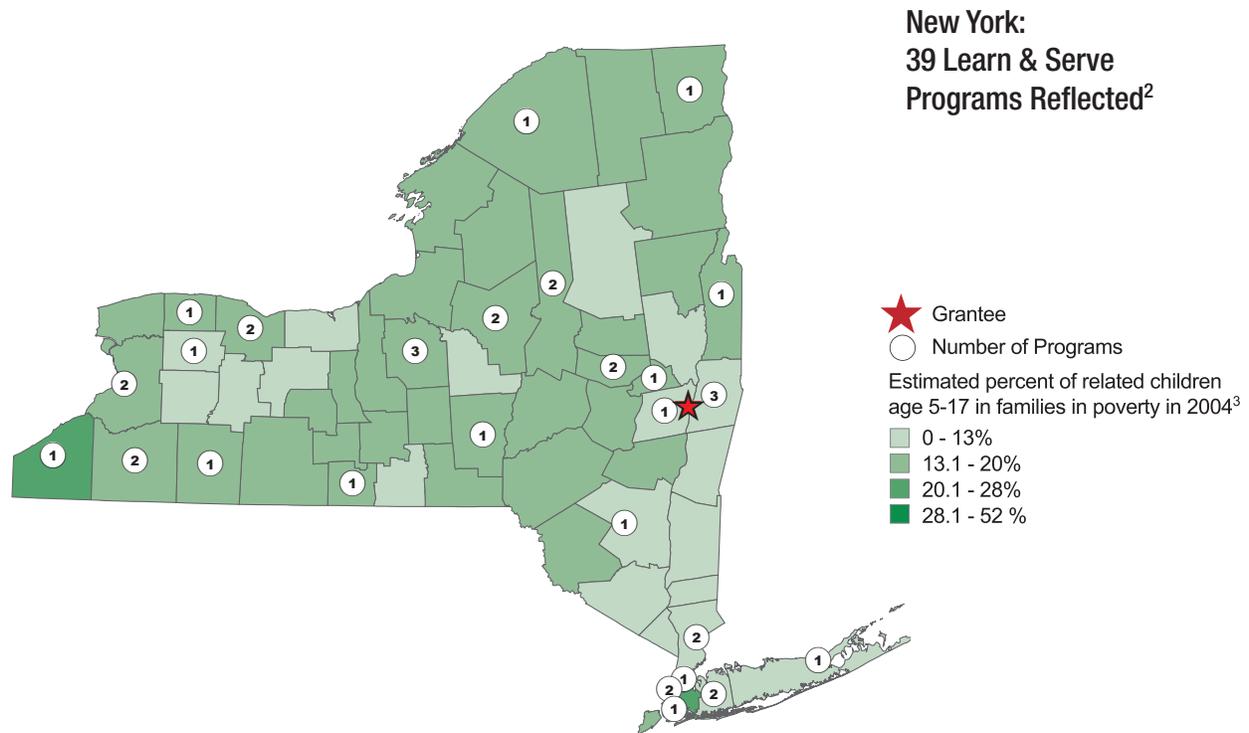
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for New York, 2005-2006: \$1,588,544

Learn and Serve America Student and Adult Participants		
	New York	National Median⁴
Number of student participants	36,234	5,373
Median number of student participants per program	520	226
Total number of service hours	927,773	100,248
Number of teachers/staff involved with Learn and Serve programs	1,874	292
Median number of teachers/staff per program	25	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

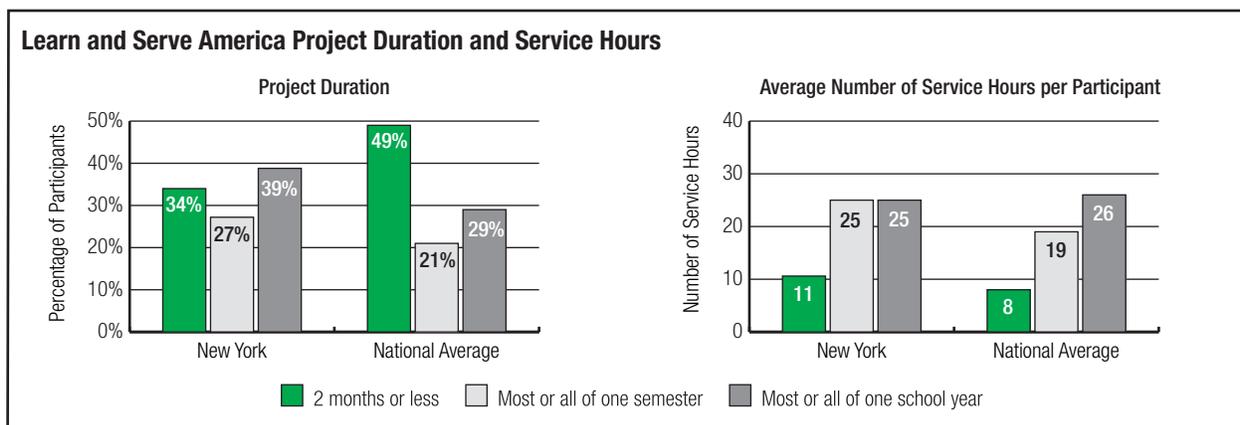
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New York; data tables however, are based on the number of programs that submitted reports through LASSIE. For New York, 39 of 39 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in New York	Percent School Age (5-17 years old) ² Population in New York
Ethnicity: Hispanic / Non-Hispanic Participants	12.8% / 87.2%	19.3% / 80.7%
Race		
Native American/Alaskan Native	0.4%	0.7%
Asian American	2.7%	5.9%
Black or African American	21.8%	20.9%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	70.2%	70.0%
Two or More Races	4.6%	2.3%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	New York	National Average	New York	National Average
Has a Service-Learning Advisory Board	49%	51%	0.49	0.51
Has a Service-Learning Coordinator ⁴	87%	66%	0.87	0.66
Service-Learning is part of the Strategic Plan	88%	77%	0.88	0.77
Service-Learning is part of the Core Curriculum ⁵	76%	54%	0.76	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	59%	52%	0.59	0.52
Institutionalization Index Score Total			3.59	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For New York, 7.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

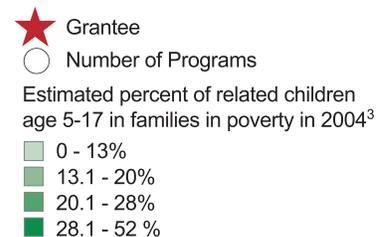
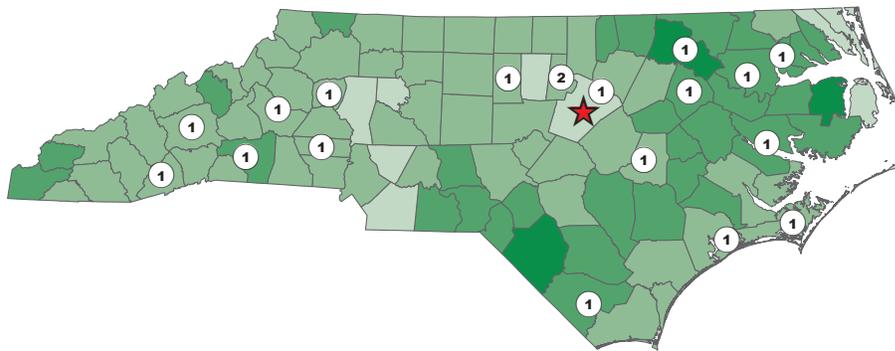
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**North Carolina:
19 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for North Carolina, 2005-2006: \$494,837

Learn and Serve America Student and Adult Participants		
	North Carolina	National Median⁴
Number of student participants	9,522	5,373
Median number of student participants per program	347	226
Total number of service hours	290,702	100,248
Number of teachers/staff involved with Learn and Serve programs	428	292
Median number of teachers/staff per program	18	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

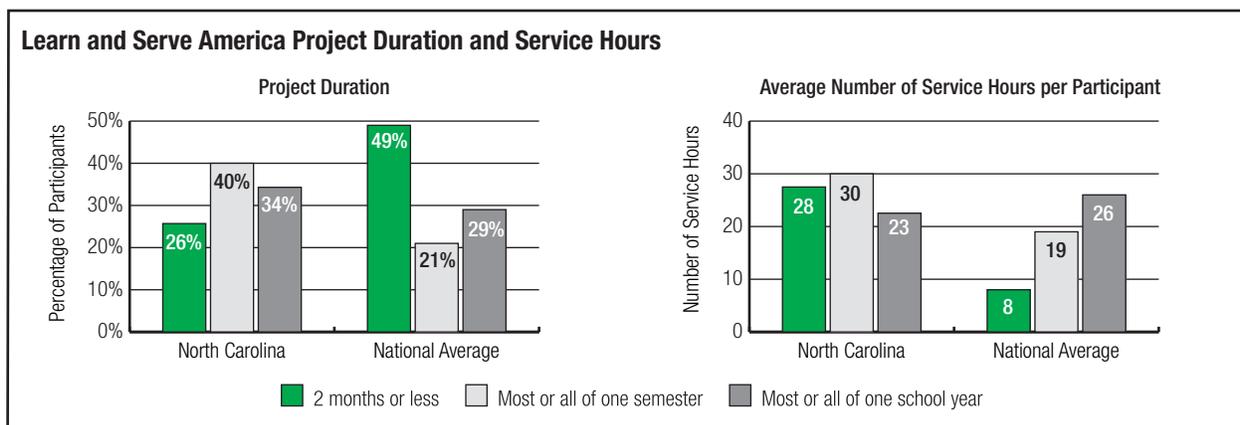
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for North Carolina; data tables however, are based on the number of programs that submitted reports through LASSIE. For North Carolina, 17 of 19 (89.5%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in North Carolina	Percent School Age (5-17 years old) ² Population in North Carolina
Ethnicity: Hispanic / Non-Hispanic Participants	5.8% / 94.2%	7.7% / 92.3%
Race		
Native American/Alaskan Native	0.9%	1.5%
Asian American	1.8%	1.9%
Black or African American	27.6%	26.4%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	67.8%	68.3%
Two or More Races	1.9%	1.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	North Carolina	National Average	North Carolina	National Average
Has a Service-Learning Advisory Board	35%	51%	0.35	0.51
Has a Service-Learning Coordinator ⁴	71%	66%	0.71	0.66
Service-Learning is part of the Strategic Plan	71%	77%	0.71	0.77
Service-Learning is part of the Core Curriculum ⁵	31%	54%	0.31	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	50%	52%	0.50	0.52
Institutionalization Index Score Total			2.58	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For North Carolina, 0.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

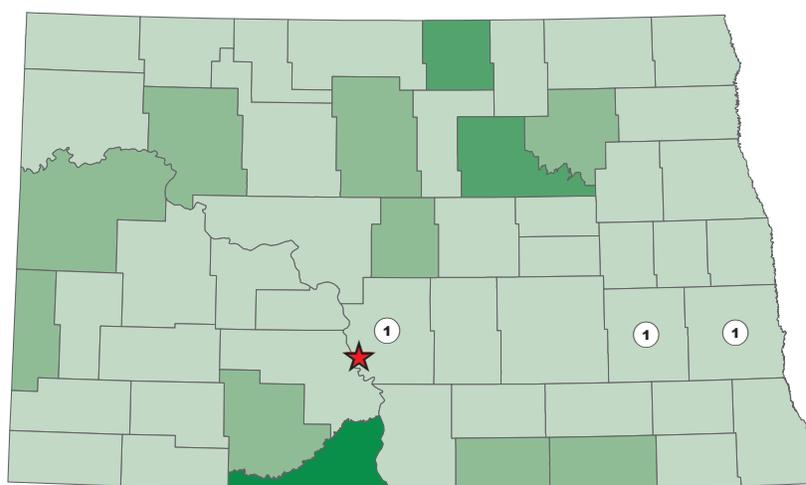
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

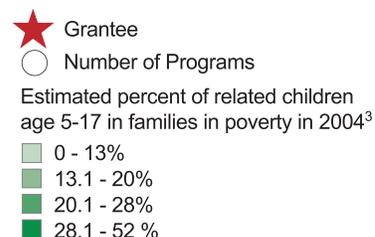
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**North Dakota:
3 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for North Dakota, 2005-2006: \$45,075

Learn and Serve America Student and Adult Participants		
	North Dakota	National Median⁴
Number of student participants	704	5,373
Median number of student participants per program	352	226
Total number of service hours	54,366	100,248
Number of teachers/staff involved with Learn and Serve programs	38	292
Median number of teachers/staff per program	19	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

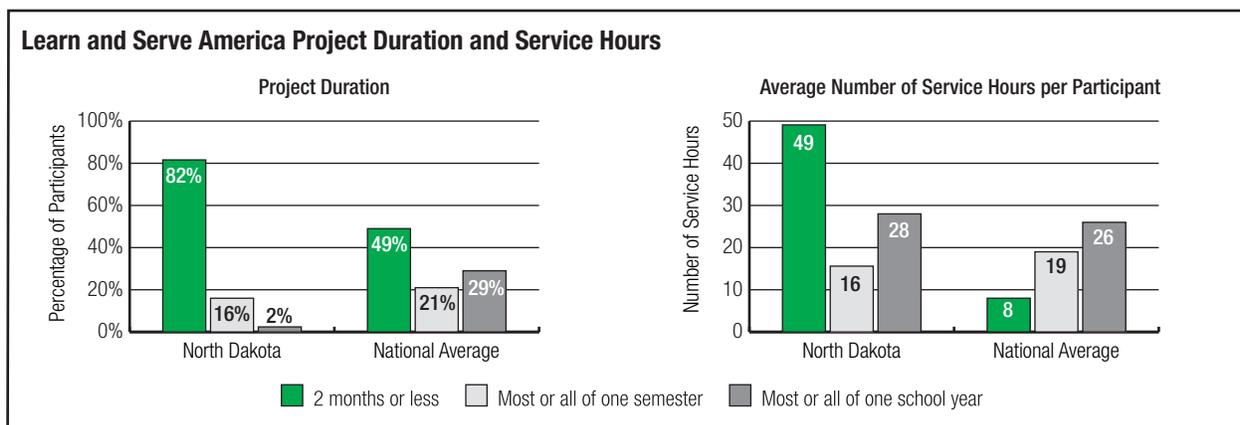
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for North Dakota; data tables however, are based on the number of programs that submitted reports through LASSIE. For North Dakota, 2 of 3 (66.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in North Dakota	Percent School Age (5-17 years old) ² Population in North Dakota
Ethnicity: Hispanic / Non-Hispanic Participants	6.3% / 93.7%	2.4% / 97.6%
Race		
Native American/Alaskan Native	24.8%	8.6%
Asian American	0.1%	0.6%
Black or African American	4.5%	1.0%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	70.4%	87.6%
Two or More Races	0.3%	2.1%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	North Dakota	National Average	North Dakota	National Average
Has a Service-Learning Advisory Board	50%	51%	0.50	0.51
Has a Service-Learning Coordinator ⁴	50%	66%	0.50	0.66
Service-Learning is part of the Strategic Plan	0%	77%	0.00	0.77
Service-Learning is part of the Core Curriculum ⁵	0%	54%	0.00	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	0%	52%	0.00	0.52
Institutionalization Index Score Total			1.00	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For North Dakota, 0.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

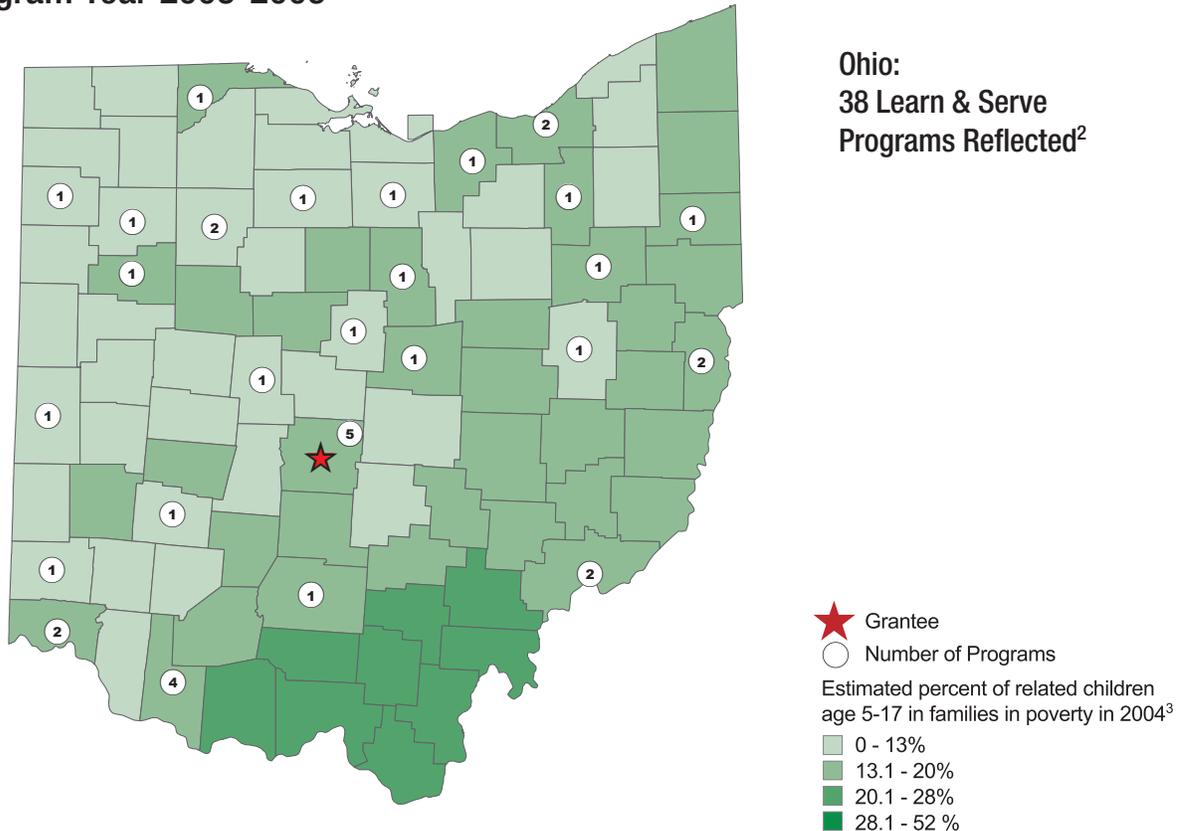
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Ohio, 2005-2006: \$741,007

Learn and Serve America Student and Adult Participants		
	Ohio	National Median⁴
Number of student participants	18,756	5,373
Median number of student participants per program	186	226
Total number of service hours	243,662	100,248
Number of teachers/staff involved with Learn and Serve programs	983	292
Median number of teachers/staff per program	12	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

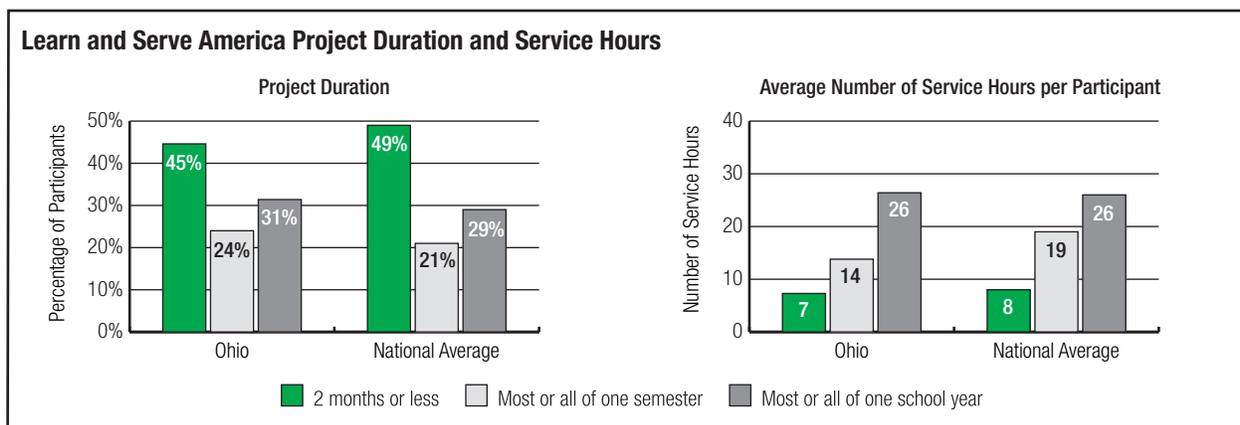
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Ohio; data tables however, are based on the number of programs that submitted reports through LASSIE. For Ohio, 37 of 38 (97.4%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Ohio	Percent School Age (5-17 years old) ² Population in Ohio
Ethnicity: Hispanic / Non-Hispanic Participants	4.6% / 95.4%	3.1% / 96.9%
Race Native American/Alaskan Native	0.5%	0.2%
Asian American	0.9%	1.3%
Black or African American	13.3%	15.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	78.0%	80.9%
Two or More Races	7.3%	2.4%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Ohio	National Average	Ohio	National Average
Has a Service-Learning Advisory Board	81%	51%	0.81	0.51
Has a Service-Learning Coordinator ⁴	72%	66%	0.72	0.66
Service-Learning is part of the Strategic Plan	82%	77%	0.82	0.77
Service-Learning is part of the Core Curriculum ⁵	65%	54%	0.65	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	44%	52%	0.44	0.52
Institutionalization Index Score Total			3.44	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Ohio, 1.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

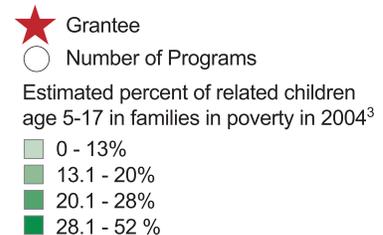
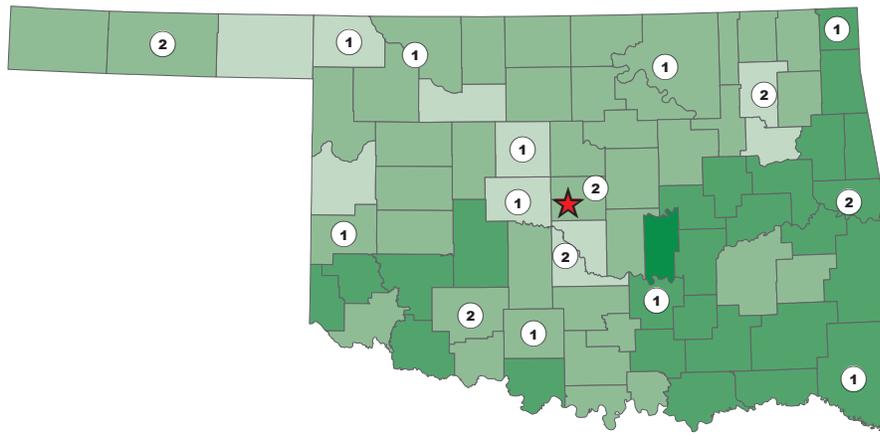
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Oklahoma:
22 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Oklahoma, 2005-2006: \$229,232

Learn and Serve America Student and Adult Participants		
	Oklahoma	National Median⁴
Number of student participants	3,430	5,373
Median number of student participants per program	56	226
Total number of service hours	57,632	100,248
Number of teachers/staff involved with Learn and Serve programs	256	292
Median number of teachers/staff per program	7	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

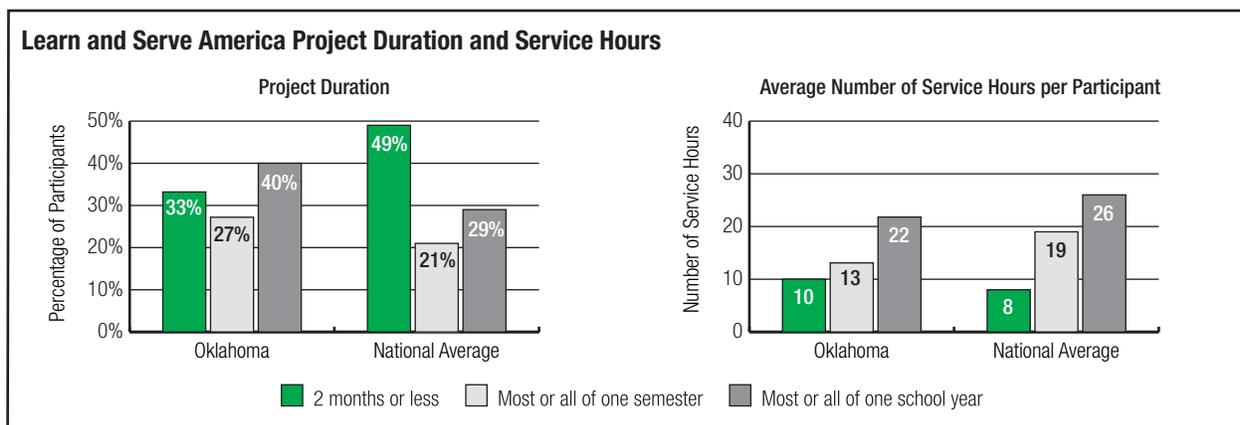
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Oklahoma; data tables however, are based on the number of programs that submitted reports through LASSIE. For Oklahoma, 22 of 22 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Oklahoma	Percent School Age (5-17 years old) ² Population in Oklahoma
Ethnicity: Hispanic / Non-Hispanic Participants	14.9% / 85.1%	9.3% / 90.7%
Race Native American/Alaskan Native	12.2%	10.8%
Asian American	1.3%	1.3%
Black or African American	6.8%	9.8%
Native Hawaiian/Pacific Islander	0.6%	0.1%
White	73.6%	71.7%
Two or More Races	5.6%	6.3%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Oklahoma	National Average	Oklahoma	National Average
Has a Service-Learning Advisory Board	71%	51%	0.71	0.51
Has a Service-Learning Coordinator ⁴	82%	66%	0.82	0.66
Service-Learning is part of the Strategic Plan	65%	77%	0.65	0.77
Service-Learning is part of the Core Curriculum ⁵	32%	54%	0.32	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	57%	52%	0.57	0.52
Institutionalization Index Score Total			3.07	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Oklahoma, 2.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

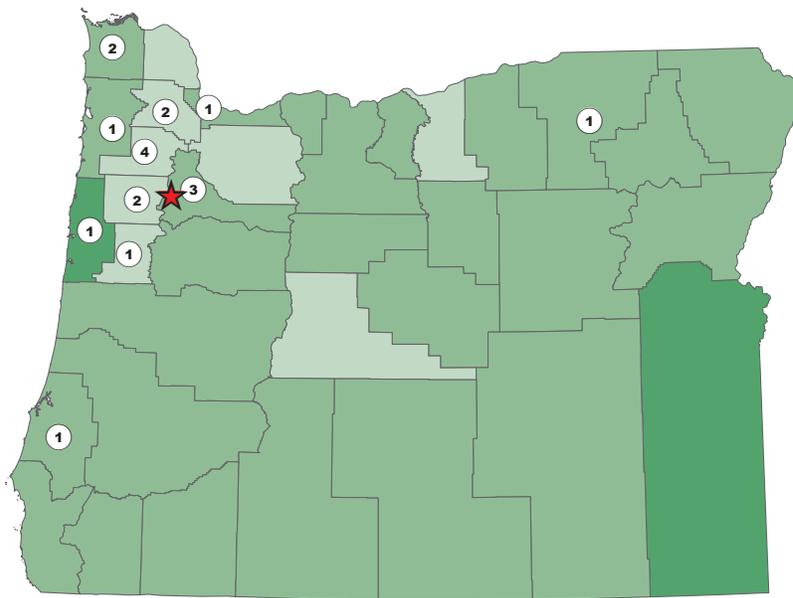
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

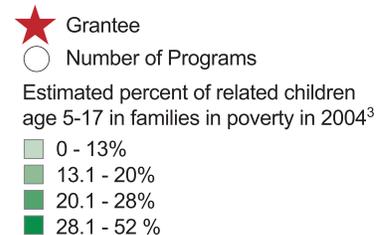
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Oregon:
19 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Oregon, 2005-2006: \$217,735

Learn and Serve America Student and Adult Participants		
	Oregon	National Median⁴
Number of student participants	7,179	5,373
Median number of student participants per program	155	226
Total number of service hours	89,005	100,248
Number of teachers/staff involved with Learn and Serve programs	305	292
Median number of teachers/staff per program	10	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

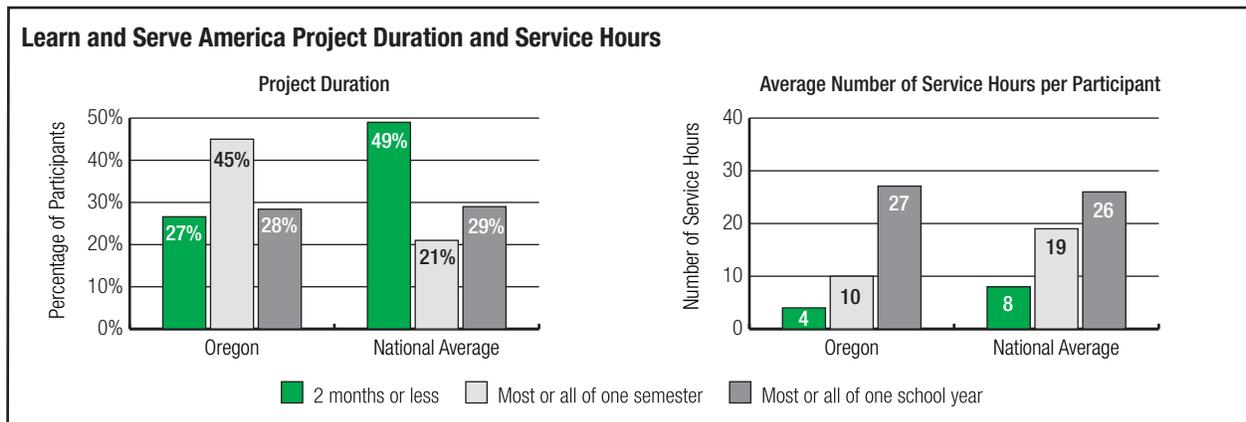
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Oregon; data tables however, are based on the number of programs that submitted reports through LASSIE. For Oregon, 17 of 19 (89.5%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Oregon	Percent School Age (5-17 years old) ² Population in Oregon
Ethnicity: Hispanic / Non-Hispanic Participants	10.4% / 89.6%	14.7% / 85.3%
Race Native American/Alaskan Native	8.6%	1.7%
Asian American	0.9%	3.2%
Black or African American	0.5%	2.4%
Native Hawaiian/Pacific Islander	1.8%	0.3%
White	87.6%	88.0%
Two or More Races	0.5%	4.4%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Oregon	National Average	Oregon	National Average
Has a Service-Learning Advisory Board	29%	51%	0.29	0.51
Has a Service-Learning Coordinator ⁴	44%	66%	0.44	0.66
Service-Learning is part of the Strategic Plan	88%	77%	0.88	0.77
Service-Learning is part of the Core Curriculum ⁵	64%	54%	0.64	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	50%	52%	0.50	0.52
Institutionalization Index Score Total			2.75	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Oregon, 4.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

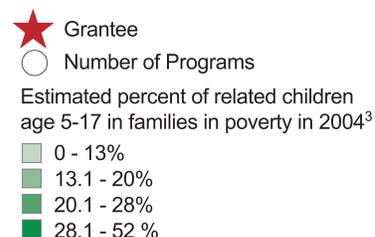
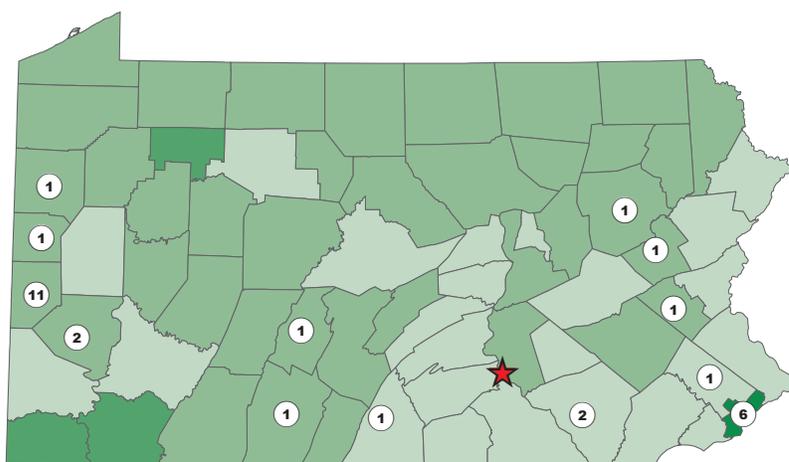
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Pennsylvania:
30 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Pennsylvania, 2005-2006: \$777,593

Learn and Serve America Student and Adult Participants		
	Pennsylvania	National Median⁴
Number of student participants	10,221	5,373
Median number of student participants per program	157	226
Total number of service hours	198,642	100,248
Number of teachers/staff involved with Learn and Serve programs	445	292
Median number of teachers/staff per program	10	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

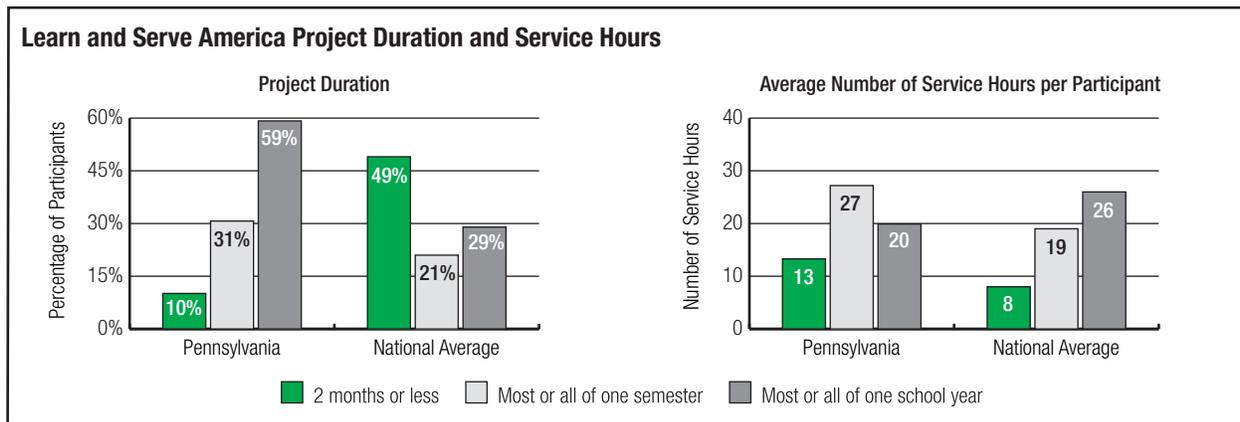
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Pennsylvania; data tables however, are based on the number of programs that submitted reports through LASSIE. For Pennsylvania, 22 of 30 (73.3%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Pennsylvania	Percent School Age (5-17 years old) ² Population in Pennsylvania
Ethnicity: Hispanic / Non-Hispanic Participants	8.1% / 91.9%	5.9% / 94.1%
Race		
Native American/Alaskan Native	0.1%	0.2%
Asian American	2.1%	2.2%
Black or African American	23.3%	14.0%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	73.0%	81.7%
Two or More Races	1.2%	1.9%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Pennsylvania	National Average	Pennsylvania	National Average
Has a Service-Learning Advisory Board	60%	51%	0.60	0.51
Has a Service-Learning Coordinator ⁴	73%	66%	0.73	0.66
Service-Learning is part of the Strategic Plan	89%	77%	0.89	0.77
Service-Learning is part of the Core Curriculum ⁵	70%	54%	0.70	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	62%	52%	0.62	0.52
Institutionalization Index Score Total			3.54	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Pennsylvania, 1.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

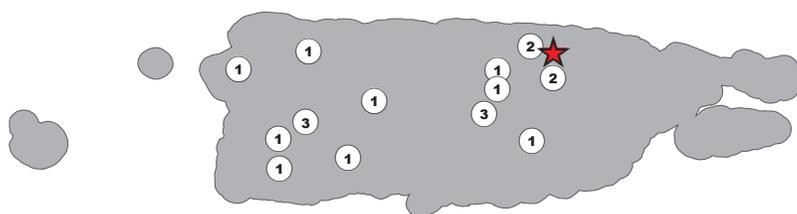
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Puerto Rico:
19 Learn & Serve
Programs Reflected²**



★ Grantee
○ Number of Programs
Estimated percent of related children age 5-17 in families in poverty in 2004³
■ Poverty data not available

K-12 Formula Funding for Puerto Rico, 2005-2006: \$469,937

Learn and Serve America Student and Adult Participants		
	Puerto Rico	National Median⁴
Number of student participants	687	5,373
Median number of student participants per program	30	226
Total number of service hours	37,389	100,248
Number of teachers/staff involved with Learn and Serve programs	77	292
Median number of teachers/staff per program	3	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

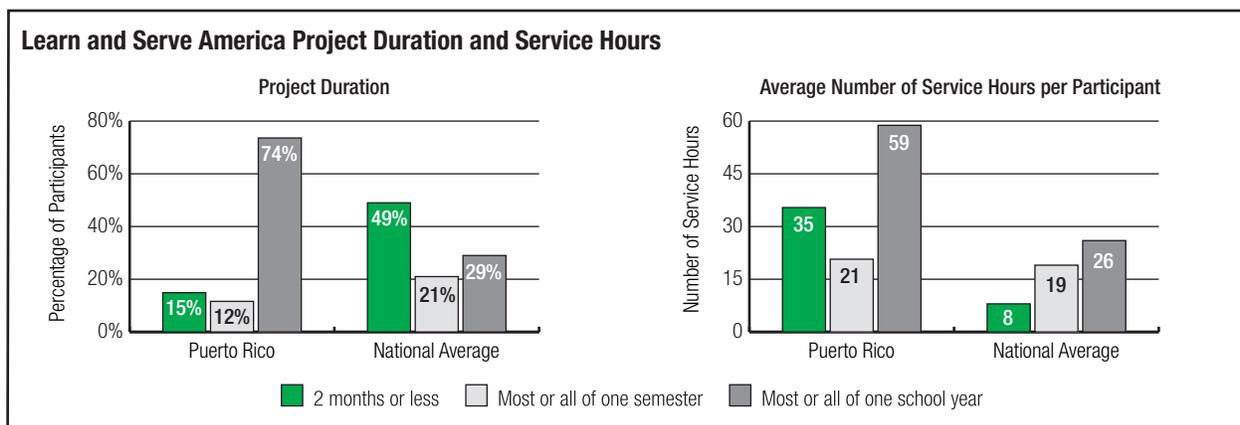
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Puerto Rico; data tables however, are based on the number of programs that submitted reports through LASSIE. For Puerto Rico, 19 of 19 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		Percent Participating in Programs in Puerto Rico	Percent School Age (5-17 years old) ² Population in Puerto Rico
Ethnicity: Hispanic / Non-Hispanic Participants		100.0% / 0.0%	Race/ethnicity population estimates are not available for Puerto Rico.
Race Native American/Alaskan Native		0.0%	
Asian American		0.0%	
Black or African American		0.2%	
Native Hawaiian/Pacific Islander		0.0%	
White		0.0%	
Two or More Races		99.8%	



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Puerto Rico	National Average	Puerto Rico	National Average
Has a Service-Learning Advisory Board	0%	51%	0.00	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	84%	77%	0.84	0.77
Service-Learning is part of the Core Curriculum ⁵	89%	54%	0.89	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	95%	52%	0.95	0.52
Institutionalization Index Score Total			3.68	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Puerto Rico, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

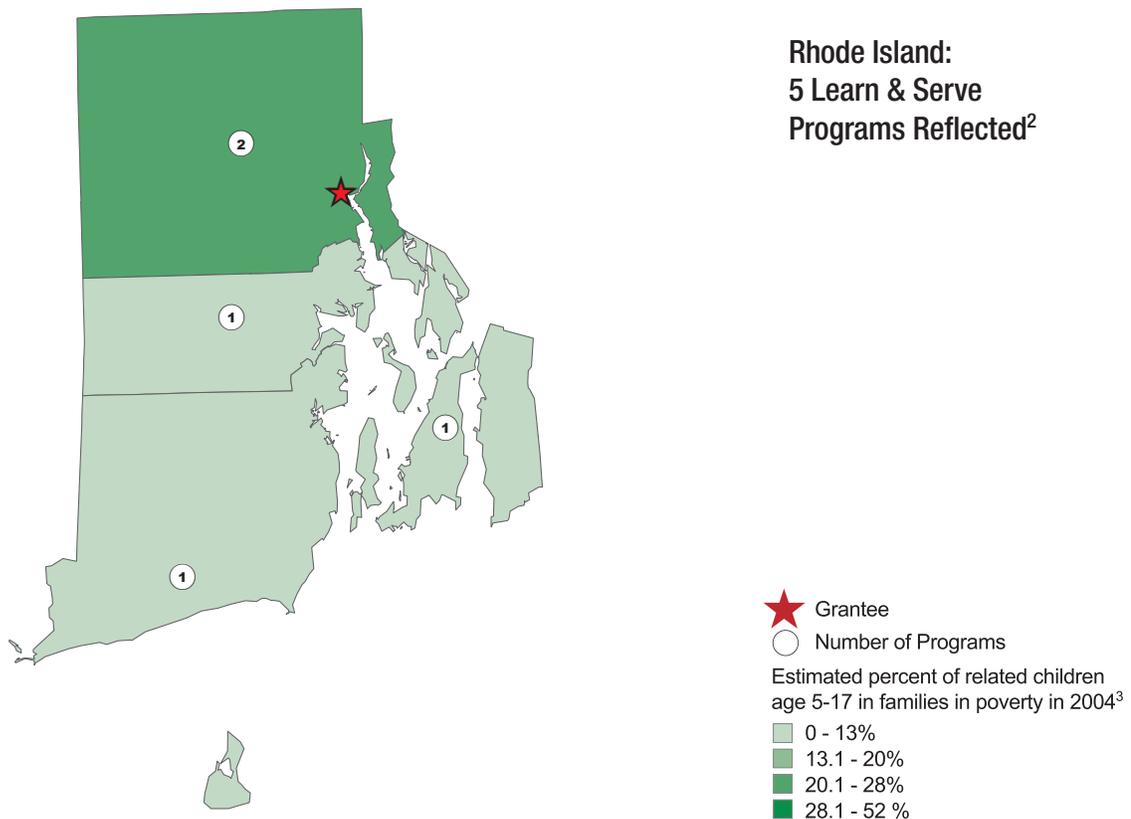
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Rhode Island, 2005-2006: \$70,363

Learn and Serve America Student and Adult Participants		
	Rhode Island	National Median⁴
Number of student participants	1,359	5,373
Median number of student participants per program	200	226
Total number of service hours	17,165	100,248
Number of teachers/staff involved with Learn and Serve programs	96	292
Median number of teachers/staff per program	8	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

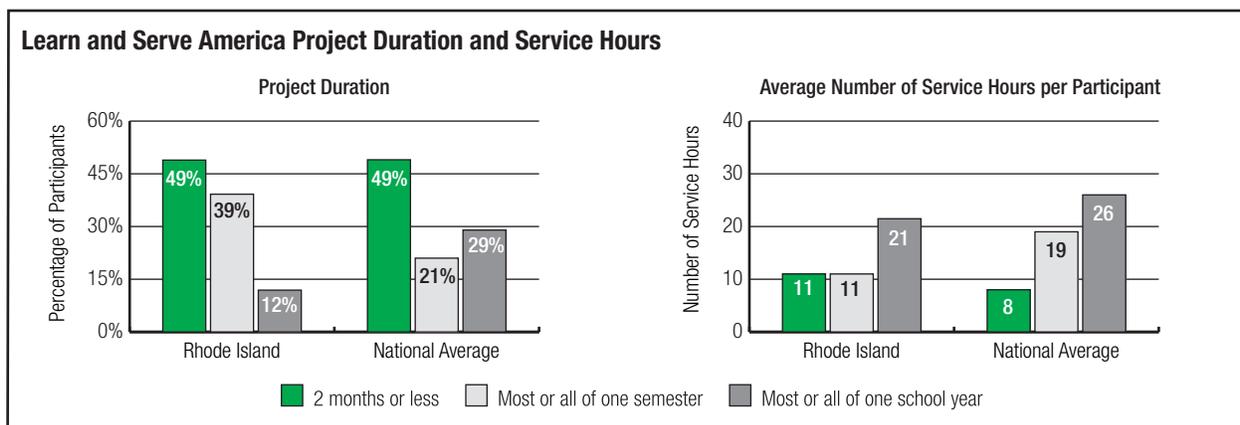
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Rhode Island; data tables however, are based on the number of programs that submitted reports through LASSIE. For Rhode Island, 5 of 5 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Rhode Island	Percent School Age (5-17 years old) ² Population in Rhode Island
Ethnicity: Hispanic / Non-Hispanic Participants	28.8% / 71.3%	16.2% / 83.8%
Race		
Native American/Alaskan Native	0.0%	0.9%
Asian American	1.0%	2.9%
Black or African American	6.9%	8.5%
Native Hawaiian/Pacific Islander	0.7%	0.2%
White	90.0%	84.7%
Two or More Races	1.4%	2.8%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Rhode Island	National Average	Rhode Island	National Average
Has a Service-Learning Advisory Board	60%	51%	0.60	0.51
Has a Service-Learning Coordinator ⁴	60%	66%	0.60	0.66
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum ⁵	40%	54%	0.40	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	60%	52%	0.60	0.52
Institutionalization Index Score Total			3.20	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Rhode Island, 19.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

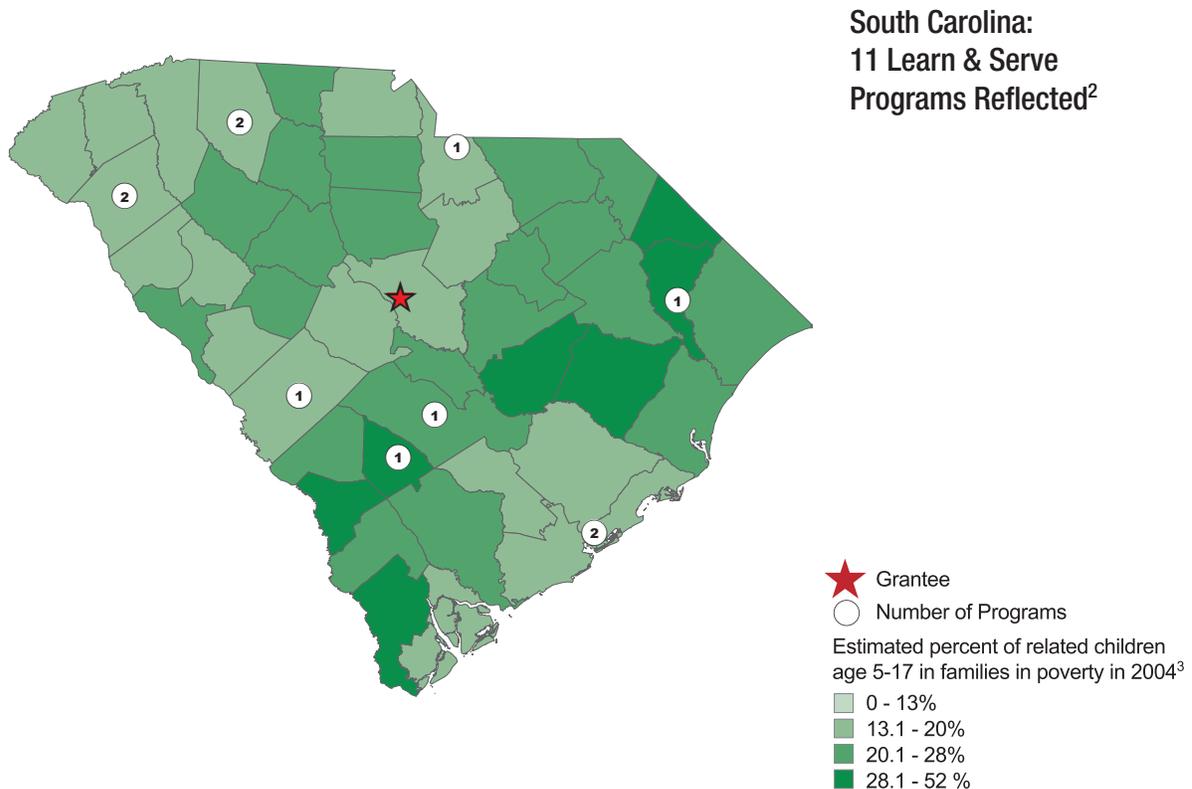
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for South Carolina, 2005-2006: \$264,939

Learn and Serve America Student and Adult Participants		
	South Carolina	National Median⁴
Number of student participants	29,720	5,373
Median number of student participants per program	1,100	226
Total number of service hours	1,191,015	100,248
Number of teachers/staff involved with Learn and Serve programs	1,342	292
Median number of teachers/staff per program	64	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

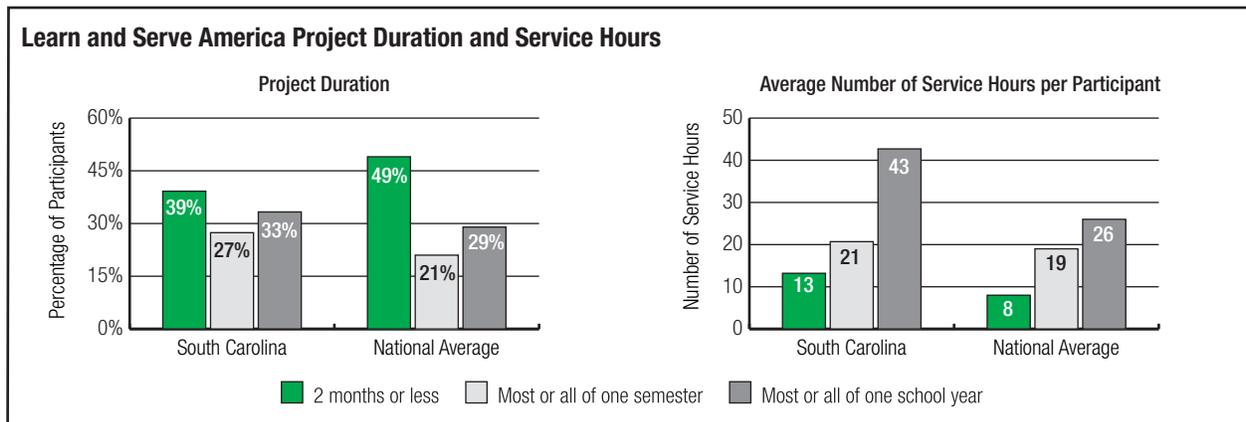
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for South Carolina; data tables however, are based on the number of programs that submitted reports through LASSIE. For South Carolina, 11 of 11 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in South Carolina	Percent School Age (5-17 years old) ² Population in South Carolina
Ethnicity: Hispanic / Non-Hispanic Participants	2.7% / 97.3%	3.6% / 96.4%
Race		
Native American/Alaskan Native	0.2%	0.4%
Asian American	1.1%	1.0%
Black or African American	40.9%	35.5%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	56.5%	61.6%
Two or More Races	1.4%	1.5%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	South Carolina	National Average	South Carolina	National Average
Has a Service-Learning Advisory Board	55%	51%	0.55	0.51
Has a Service-Learning Coordinator ⁴	82%	66%	0.82	0.66
Service-Learning is part of the Strategic Plan	91%	77%	0.91	0.77
Service-Learning is part of the Core Curriculum ⁵	67%	54%	0.67	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	64%	52%	0.64	0.52
Institutionalization Index Score Total			3.59	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For South Carolina, 1.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

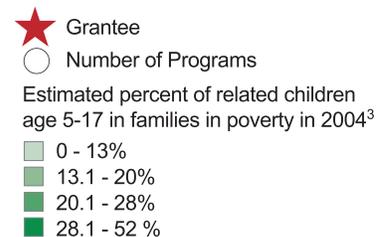
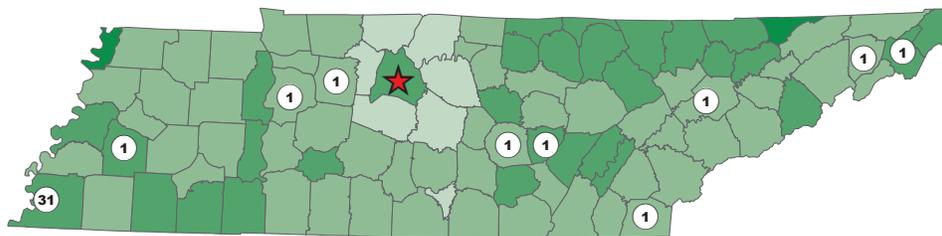
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Tennessee:
40 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Tennessee, 2005-2006: \$344,707

Learn and Serve America Student and Adult Participants		
	Tennessee	National Median⁴
Number of student participants	2,334	5,373
Median number of student participants per program	40	226
Total number of service hours	91,438	100,248
Number of teachers/staff involved with Learn and Serve programs	239	292
Median number of teachers/staff per program	3	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

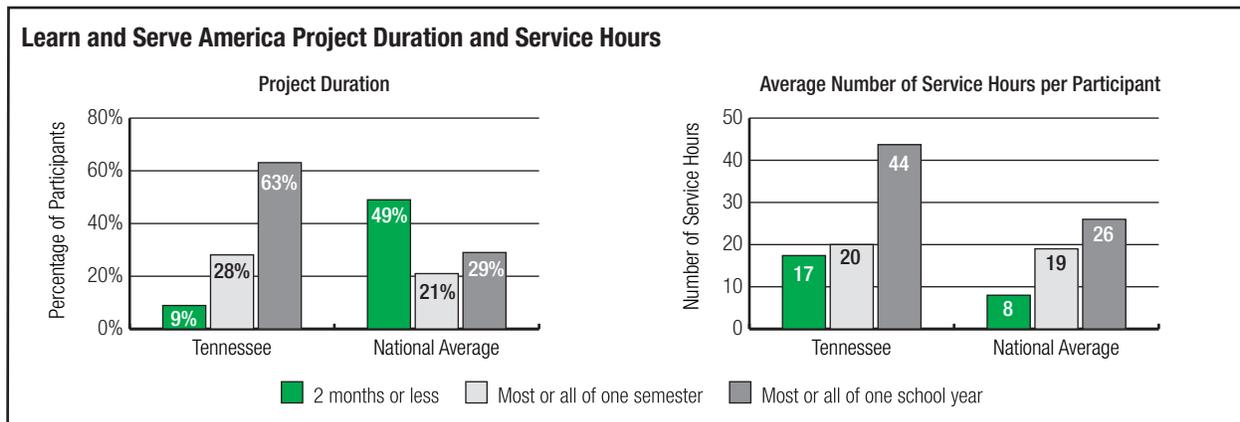
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Tennessee; data tables however, are based on the number of programs that submitted reports through LASSIE. For Tennessee, 37 of 40 (92.5%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Tennessee	Percent School Age (5-17 years old) ² Population in Tennessee
Ethnicity: Hispanic / Non-Hispanic Participants	5.1% / 94.9%	3.5% / 96.5%
Race		
Native American/Alaskan Native	0.0%	0.3%
Asian American	1.1%	1.2%
Black or African American	71.7%	21.6%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	24.7%	75.2%
Two or More Races	2.4%	1.6%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Tennessee	National Average	Tennessee	National Average
Has a Service-Learning Advisory Board	13%	51%	0.13	0.51
Has a Service-Learning Coordinator ⁴	50%	66%	0.50	0.66
Service-Learning is part of the Strategic Plan	84%	77%	0.84	0.77
Service-Learning is part of the Core Curriculum ⁵	33%	54%	0.33	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	49%	52%	0.49	0.52
Institutionalization Index Score Total			2.29	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Tennessee, 0.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

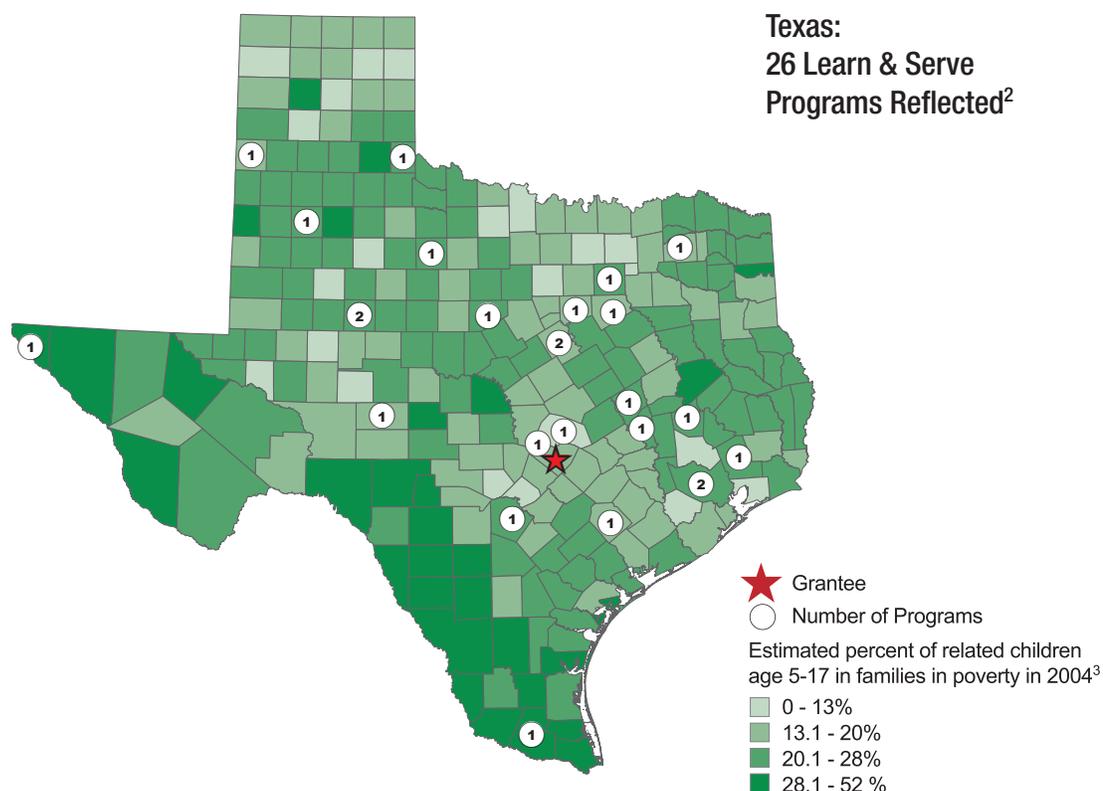
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for Texas, 2005-2006: \$1,663,181

Learn and Serve America Student and Adult Participants		
	Texas	National Median⁴
Number of student participants	38,700	5,373
Median number of student participants per program	542	226
Total number of service hours	669,147	100,248
Number of teachers/staff involved with Learn and Serve programs	1,567	292
Median number of teachers/staff per program	29	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

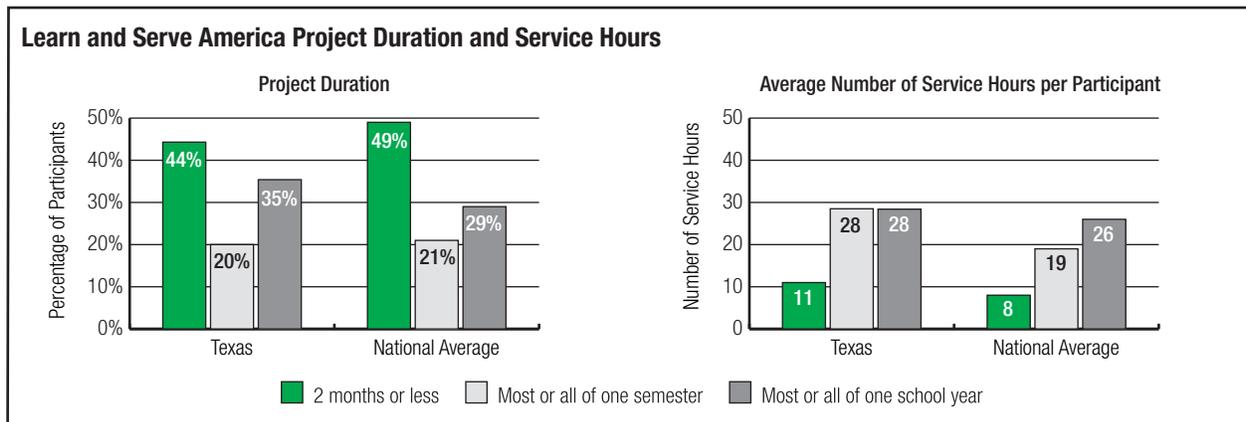
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Texas; data tables however, are based on the number of programs that submitted reports through LASSIE. For Texas, 26 of 26 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Texas	Percent School Age (5-17 years old) ² Population in Texas
Ethnicity: Hispanic / Non-Hispanic Participants	43.9% / 56.1%	42.4% / 57.6%
Race Native American/Alaskan Native	0.3%	0.8%
Asian American	1.2%	2.9%
Black or African American	10.6%	13.1%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	68.4%	81.5%
Two or More Races	19.5%	1.6%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Texas	National Average	Texas	National Average
Has a Service-Learning Advisory Board	88%	51%	0.88	0.51
Has a Service-Learning Coordinator ⁴	88%	66%	0.88	0.66
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum ⁵	52%	54%	0.52	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	88%	52%	0.88	0.52
Institutionalization Index Score Total			4.16	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Texas, 15.1% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

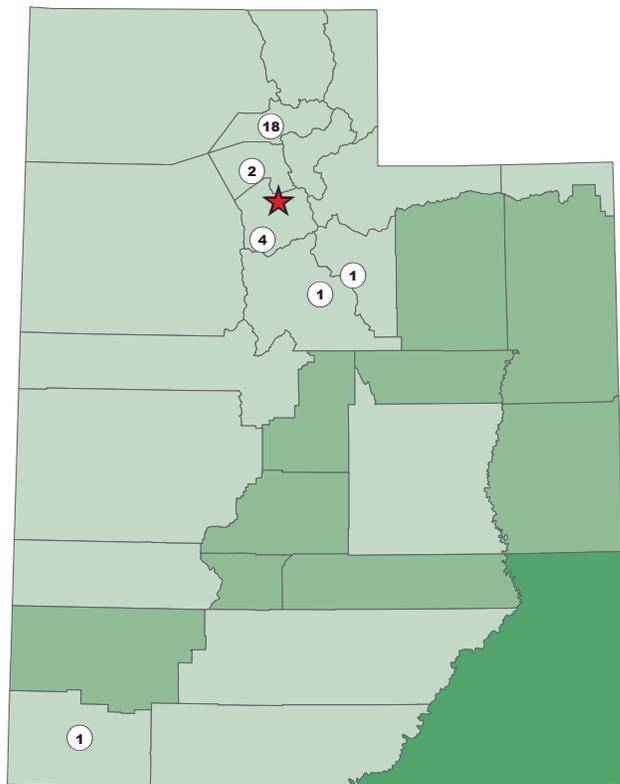
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

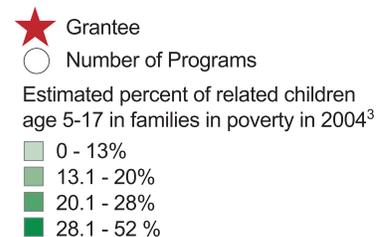
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Utah:
27 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Utah, 2005-2006: \$131,472

Learn and Serve America Student and Adult Participants		
	Utah	National Median⁴
Number of student participants	28,756	5,373
Median number of student participants per program	220	226
Total number of service hours	109,057	100,248
Number of teachers/staff involved with Learn and Serve programs	948	292
Median number of teachers/staff per program	7	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

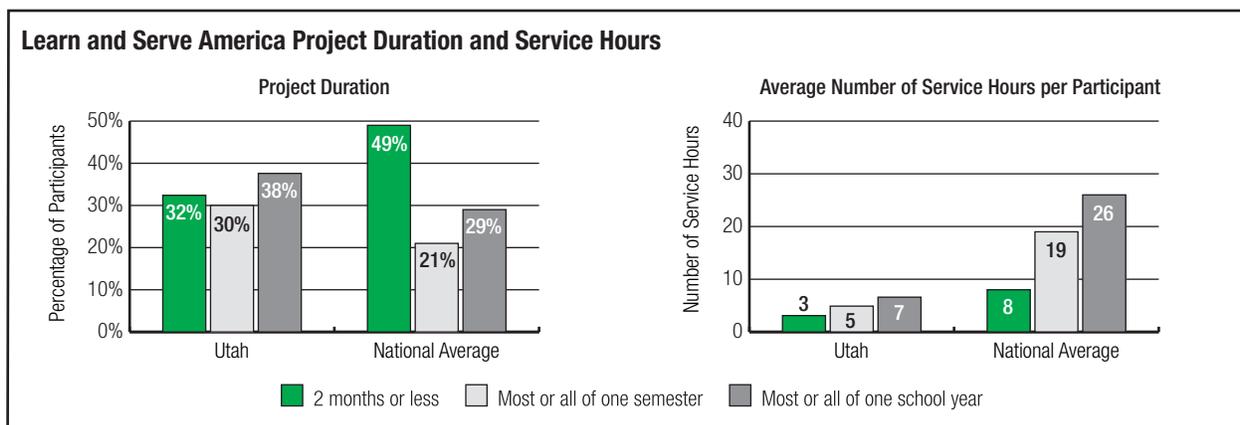
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Utah; data tables however, are based on the number of programs that submitted reports through LASSIE. For Utah, 23 of 27 (85.2%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Utah	Percent School Age (5-17 years old) ² Population in Utah
Ethnicity: Hispanic / Non-Hispanic Participants	14.8% / 85.2%	12.7% / 87.3%
Race		
Native American/Alaskan Native	0.5%	1.6%
Asian American	1.9%	1.4%
Black or African American	2.7%	1.2%
Native Hawaiian/Pacific Islander	1.1%	1.0%
White	74.5%	92.4%
Two or More Races	19.3%	2.4%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Utah	National Average	Utah	National Average
Has a Service-Learning Advisory Board	27%	51%	0.27	0.51
Has a Service-Learning Coordinator ⁴	92%	66%	0.92	0.66
Service-Learning is part of the Strategic Plan	94%	77%	0.94	0.77
Service-Learning is part of the Core Curriculum ⁵	73%	54%	0.73	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	32%	52%	0.32	0.52
Institutionalization Index Score Total			3.18	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Utah, 5.2% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

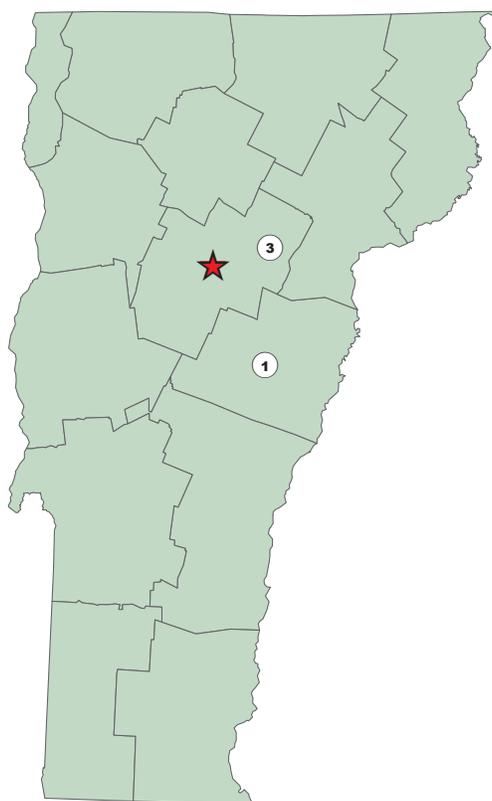
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

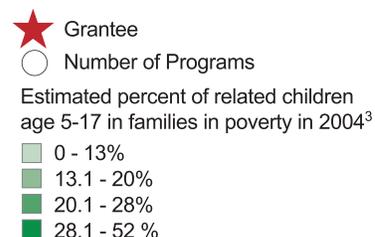
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



**Vermont:
4 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Vermont, 2005-2006: \$42,052

Learn and Serve America Student and Adult Participants		
	Vermont	National Median⁴
Number of student participants	1,263	5,373
Median number of student participants per program	400	226
Total number of service hours	26,947	100,248
Number of teachers/staff involved with Learn and Serve programs	129	292
Median number of teachers/staff per program	17	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

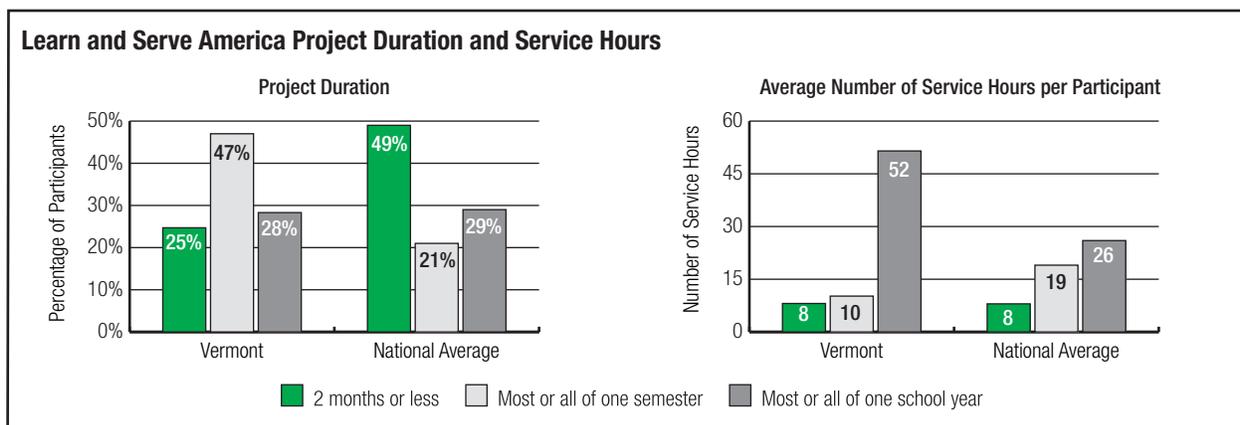
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Vermont; data tables however, are based on the number of programs that submitted reports through LASSIE. For Vermont, 3 of 4 (75.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Vermont	Percent School Age (5-17 years old) ² Population in Vermont
Ethnicity: Hispanic / Non-Hispanic Participants	0.0% / 100.0%	1.4% / 98.6%
Race Native American/Alaskan Native	0.1%	0.4%
Asian American	0.1%	1.1%
Black or African American	0.3%	0.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	96.9%	95.8%
Two or More Races	2.5%	1.9%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Vermont	National Average	Vermont	National Average
Has a Service-Learning Advisory Board	67%	51%	0.67	0.51
Has a Service-Learning Coordinator ⁴	100%	66%	1.00	0.66
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum ⁵	100%	54%	1.00	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	67%	52%	0.67	0.52
Institutionalization Index Score Total			4.34	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Vermont, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

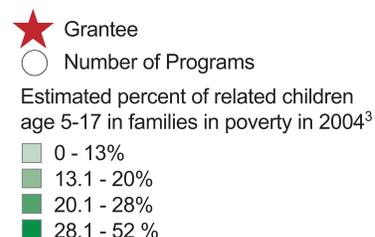
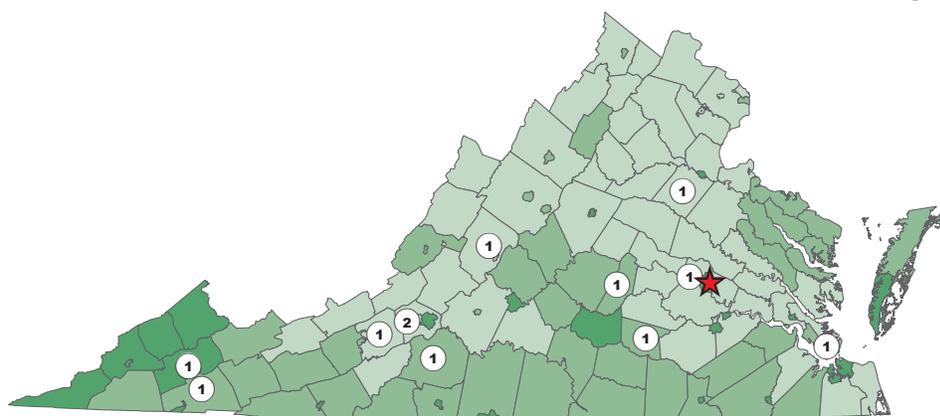
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Virginia:
12 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Virginia, 2005-2006: \$399,370

Learn and Serve America Student and Adult Participants		
	Virginia	National Median⁴
Number of student participants	3,022	5,373
Median number of student participants per program	106	226
Total number of service hours	26,345	100,248
Number of teachers/staff involved with Learn and Serve programs	182	292
Median number of teachers/staff per program	12	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

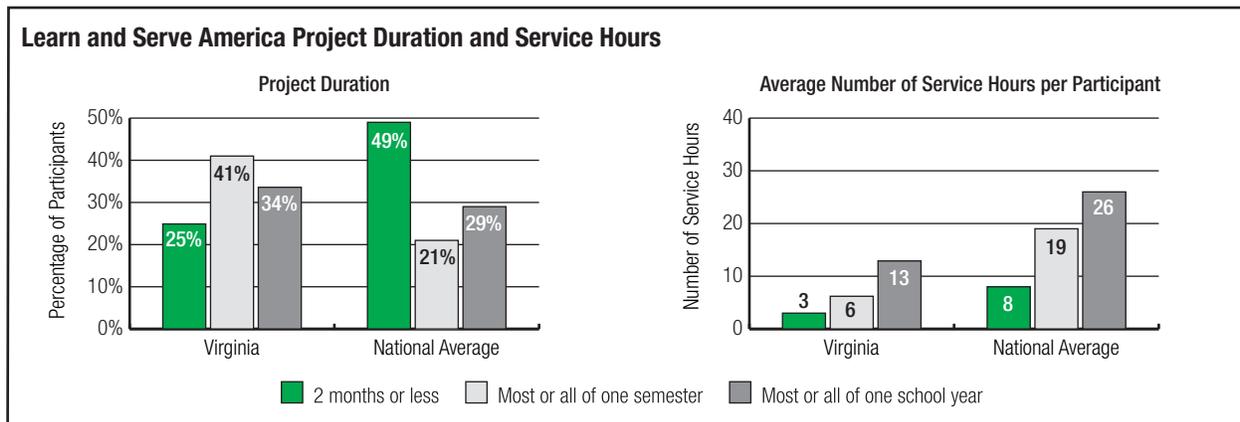
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Virginia; data tables however, are based on the number of programs that submitted reports through LASSIE. For Virginia, 12 of 12 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Virginia	Percent School Age (5-17 years old) ² Population in Virginia
Ethnicity: Hispanic / Non-Hispanic Participants	2.6% / 97.4%	6.9% / 93.1%
Race		
Native American/Alaskan Native	0.6%	0.3%
Asian American	1.2%	4.1%
Black or African American	24.6%	23.4%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	71.9%	69.1%
Two or More Races	1.7%	2.9%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Virginia	National Average	Virginia	National Average
Has a Service-Learning Advisory Board	33%	51%	0.33	0.51
Has a Service-Learning Coordinator ⁴	45%	66%	0.45	0.66
Service-Learning is part of the Strategic Plan	82%	77%	0.82	0.77
Service-Learning is part of the Core Curriculum ⁵	67%	54%	0.67	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	50%	52%	0.50	0.52
Institutionalization Index Score Total			2.77	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Virginia, 0.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

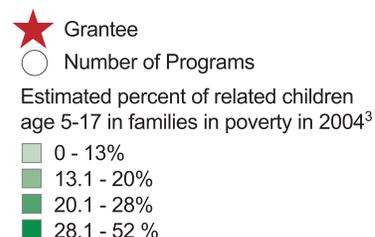
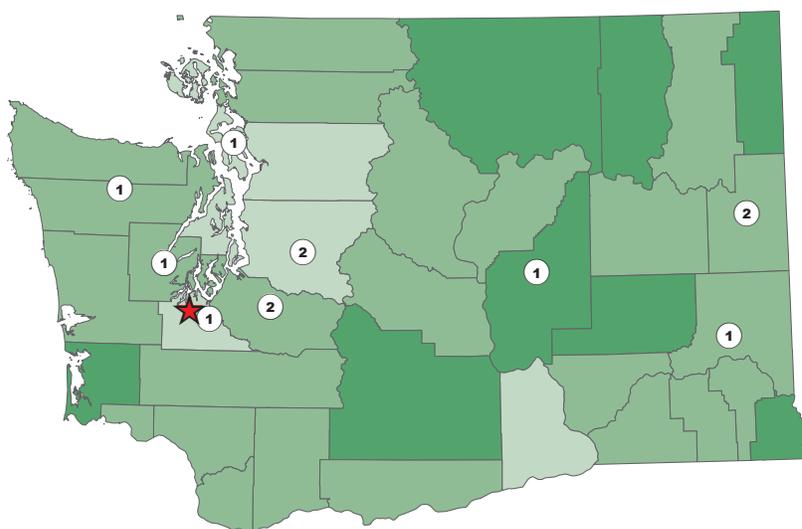
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***

**Washington:
12 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Washington, 2005-2006: \$350,000

Learn and Serve America Student and Adult Participants		
	Washington	National Median⁴
Number of student participants	5,407	5,373
Median number of student participants per program	427	226
Total number of service hours	82,467	100,248
Number of teachers/staff involved with Learn and Serve programs	547	292
Median number of teachers/staff per program	17	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

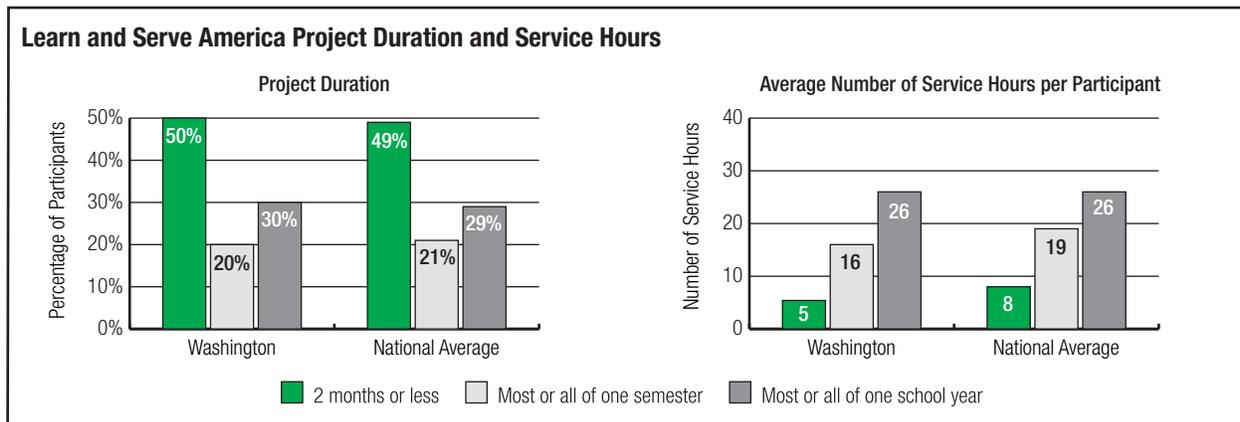
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Washington; data tables however, are based on the number of programs that submitted reports through LASSIE. For Washington, 12 of 12 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in Washington	Percent School Age (5-17 years old) ² Population in Washington
Ethnicity: Hispanic / Non-Hispanic Participants	14.1% / 85.9%	12.8% / 87.2%
Race Native American/Alaskan Native	3.1%	2.1%
Asian American	5.9%	5.6%
Black or African American	9.3%	4.3%
Native Hawaiian/Pacific Islander	0.4%	0.6%
White	78.5%	81.7%
Two or More Races	2.9%	5.7%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Washington	National Average	Washington	National Average
Has a Service-Learning Advisory Board	33%	51%	0.33	0.51
Has a Service-Learning Coordinator ⁴	55%	66%	0.55	0.66
Service-Learning is part of the Strategic Plan	67%	77%	0.67	0.77
Service-Learning is part of the Core Curriculum ⁵	67%	54%	0.67	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	33%	52%	0.33	0.52
Institutionalization Index Score Total			2.55	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Washington, 2.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

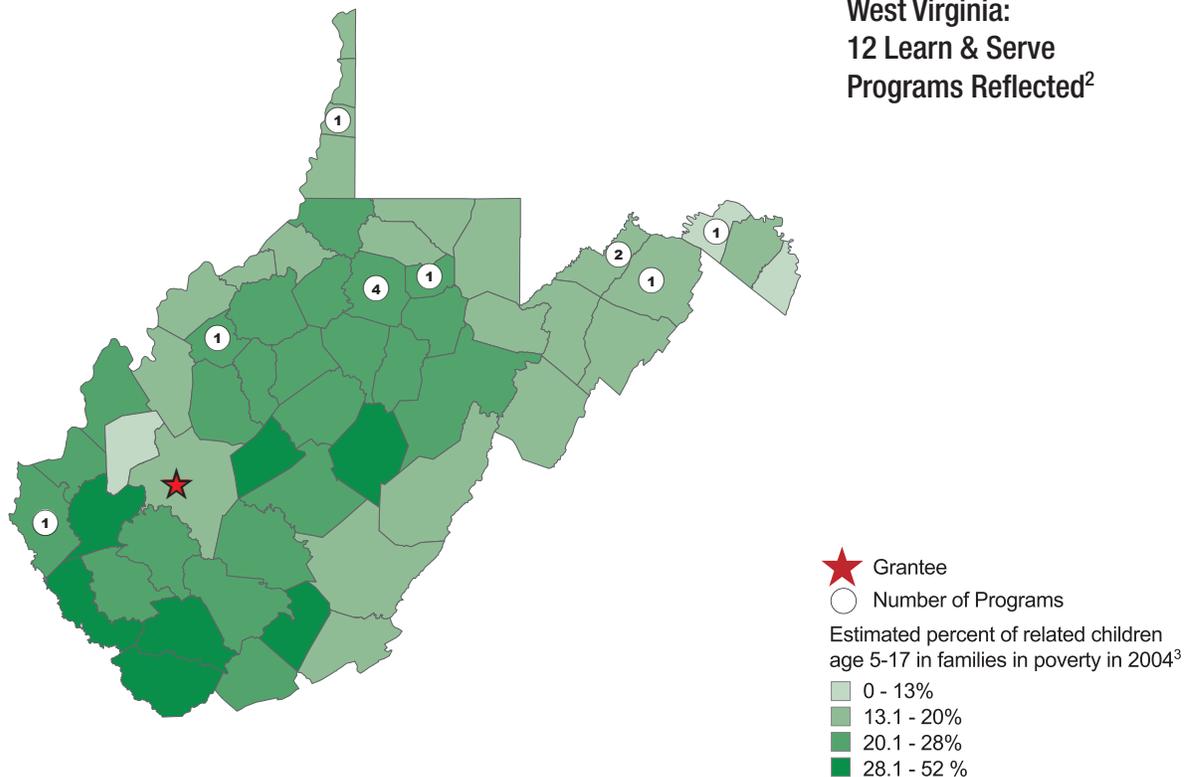
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



K-12 Formula Funding for West Virginia, 2005-2006: \$133,942

Learn and Serve America Student and Adult Participants		
	West Virginia	National Median⁴
Number of student participants	2,469	5,373
Median number of student participants per program	83	226
Total number of service hours	55,553	100,248
Number of teachers/staff involved with Learn and Serve programs	87	292
Median number of teachers/staff per program	6	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

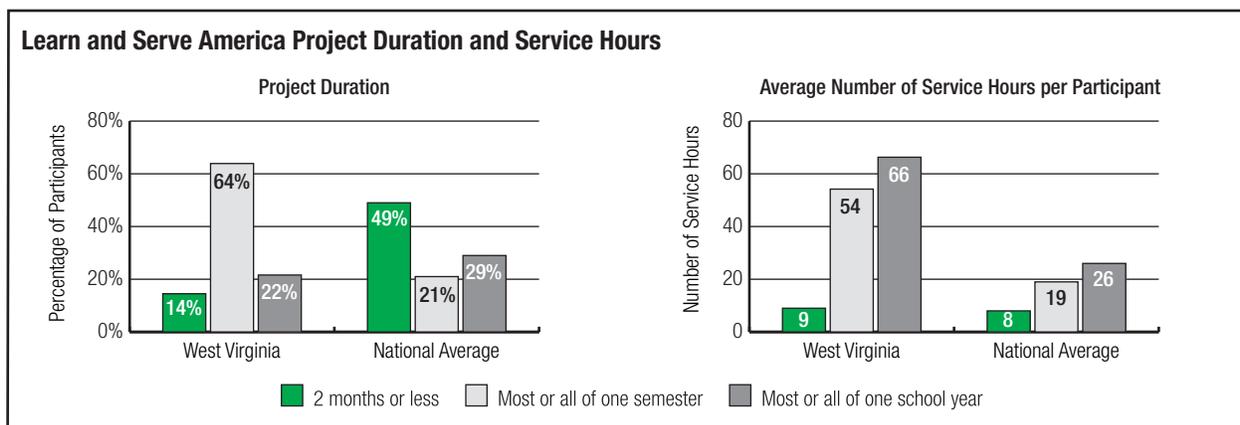
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for West Virginia; data tables however, are based on the number of programs that submitted reports through LASSIE. For West Virginia, 12 of 12 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

	Percent Participating in Programs in West Virginia	Percent School Age (5-17 years old) ² Population in West Virginia
Ethnicity: Hispanic / Non-Hispanic Participants	1.0% / 99.0%	1.1% / 98.9%
Race Native American/Alaskan Native	0.0%	0.2%
Asian American	0.7%	0.5%
Black or African American	5.1%	3.8%
Native Hawaiian/Pacific Islander	0.2%	0.0%
White	89.3%	93.9%
Two or More Races	4.6%	1.6%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	West Virginia	National Average	West Virginia	National Average
Has a Service-Learning Advisory Board	33%	51%	0.33	0.51
Has a Service-Learning Coordinator ⁴	67%	66%	0.67	0.66
Service-Learning is part of the Strategic Plan	67%	77%	0.67	0.77
Service-Learning is part of the Core Curriculum ⁵	55%	54%	0.55	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	27%	52%	0.27	0.52
Institutionalization Index Score Total			2.49	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For West Virginia, 4.2% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

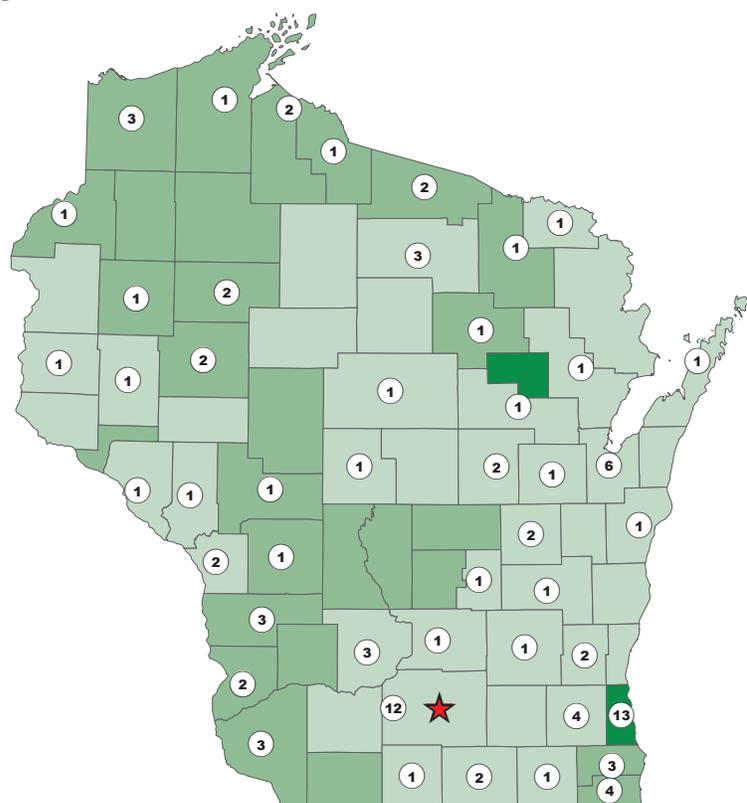
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

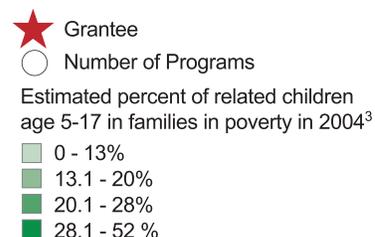
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**Formula-Funded K-12 Programs¹ Serving High-Poverty Students:
Program Year 2005-2006***



Wisconsin:
**103 Learn & Serve
Programs Reflected²**



K-12 Formula Funding for Wisconsin, 2005-2006: \$325,121

Learn and Serve America Student and Adult Participants		
	Wisconsin	National Median⁴
Number of student participants	23,099	5,373
Median number of student participants per program	81	226
Total number of service hours	166,091	100,248
Number of teachers/staff involved with Learn and Serve programs	2,078	292
Median number of teachers/staff per program	6	12

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

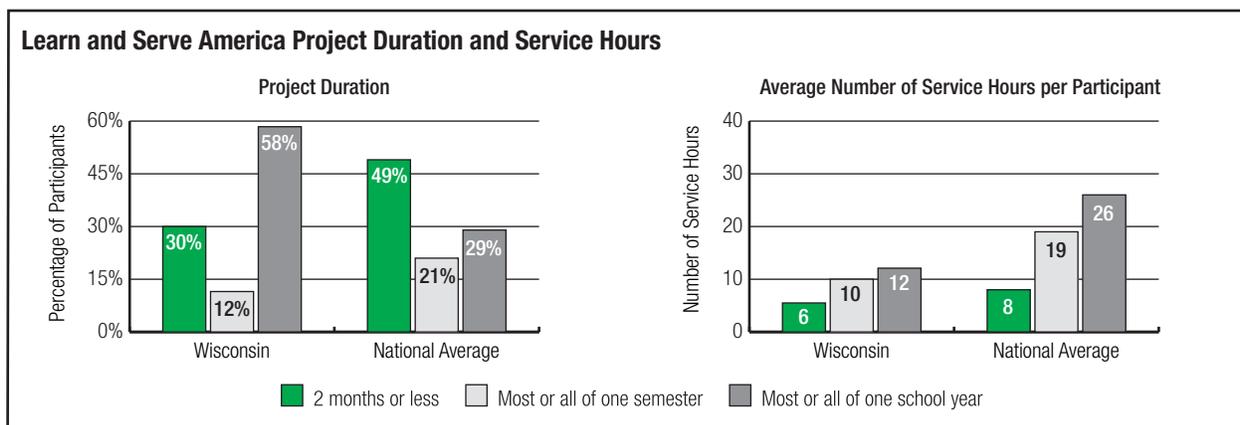
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Wisconsin; data tables however, are based on the number of programs that submitted reports through LASSIE. For Wisconsin, 103 of 103 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2004, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saife/stcty/sc04layout.html> – accessed January 2007.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 90.5% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America Student Participation by Ethnicity and Race ¹		
	Percent Participating in Programs in Wisconsin	Percent School Age (5-17 years old) ² Population in Wisconsin
Ethnicity: Hispanic / Non-Hispanic Participants	5.8% / 94.2%	6.4% / 93.6%
Race Native American/Alaskan Native	2.5%	1.3%
Asian American	2.3%	2.8%
Black or African American	4.5%	8.8%
Native Hawaiian/Pacific Islander	1.1%	0.0%
White	87.3%	84.9%
Two or More Races	2.2%	2.1%



Service-Learning Institutionalization Index ³	Percentage of Programs		Institutionalization Index Score	
	Wisconsin	National Average	Wisconsin	National Average
Has a Service-Learning Advisory Board	24%	51%	0.24	0.51
Has a Service-Learning Coordinator ⁴	35%	66%	0.35	0.66
Service-Learning is part of the Strategic Plan	73%	77%	0.73	0.77
Service-Learning is part of the Core Curriculum ⁵	55%	54%	0.55	0.54
Technical Assistance is provided for Service-Learning Activities ⁶	32%	52%	0.32	0.52
Institutionalization Index Score Total			2.19	3.00

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve America programs for comparison with Census state-level data. For Wisconsin, 1.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

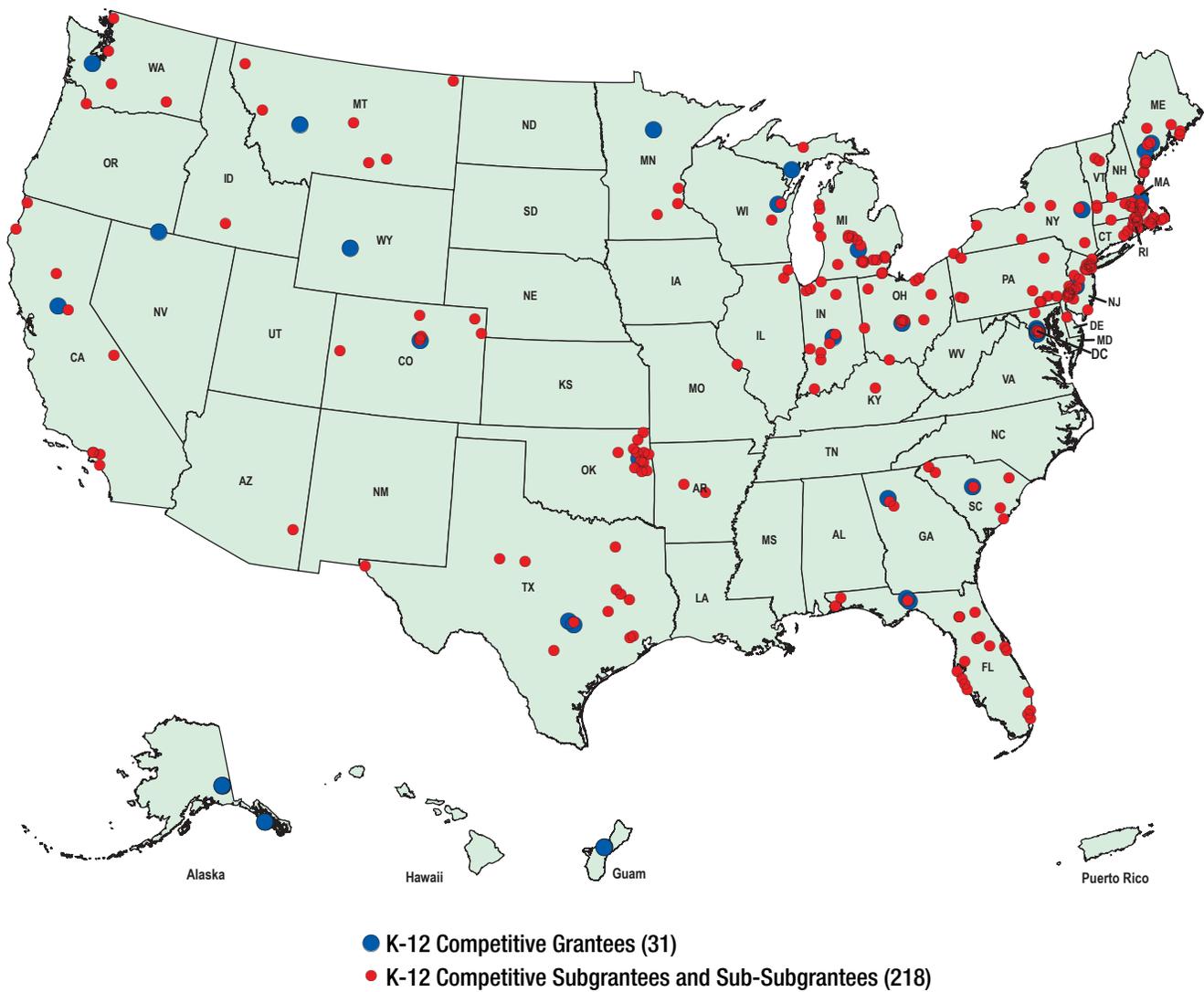
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

K-12 Competitive Grants

Learn and Serve America K-12 Competitive Grants

Distribution of K-12 Competitive Awards to Learn and Serve America Grantees: Program Year 2005-2006*



* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

Learn and Serve America

K-12 Competitive Grants

31 Grants Awarded, 2005-2006*

Median Grant Award: \$346,907

Distribution of Learn and Serve Funding Amount for the Typical Grantee¹

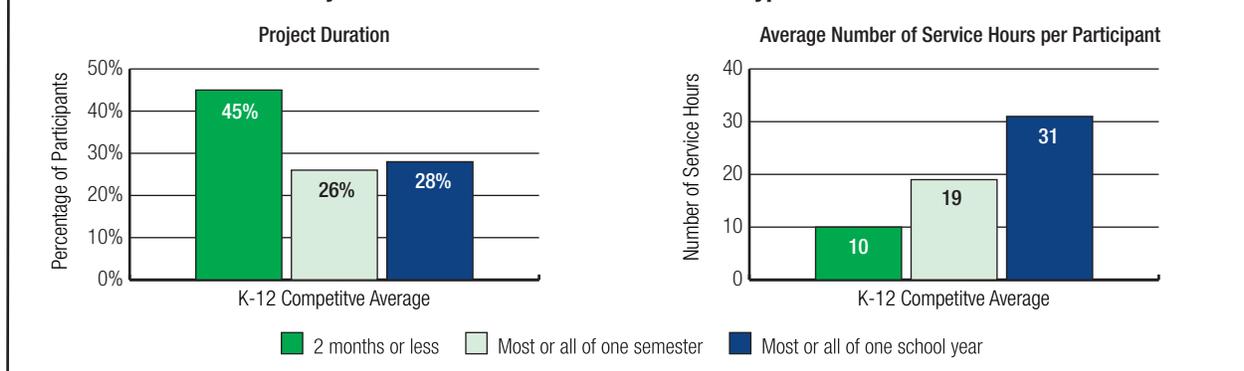
	Percentage
Subgrantees receiving less than \$5,000	12%
Subgrantees receiving \$5,000 to \$9,999	17%
Subgrantees receiving \$10,000 to \$19,999	14%
Subgrantees receiving \$20,000 or more	57%

Number of subgrantee awards for the typical K-12 Competitive grantee – 7

Learn and Serve America Student and Adult Participation²

Total number of student participants	177,173
Total number of student participants for the typical grantee	3,104
Median number of student participants per program	220
Total number of teachers/staff involved with Learn and Serve programs	8,056
Number of teachers/staff for the typical grantee	127
Median number of teachers/staff per program	11
Total number of service hours for the typical grantee	30,976

Learn and Serve America Project Duration and Service Hours for the Typical Grantee



* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical K-12 Competitive grantee. There were 31 Learn and Serve K-12 Competitive grantees for the 2005-2006 program year. Values were calculated for each of these 31 grantees based on data reported by their subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 31 grants is calculated and then the median number of participants for all grants is reported.

2 Data include those K-12 Competitive subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 91.1% completed and submitted the survey for the 2005-2006 program year.

Learn and Serve America

K-12 Competitive Grants

Student and Adult Participation by Ethnicity and Race for the Typical K-12 Competitive Grantee ¹		
	Percent Participating in Learn and Serve Programs	Percent School Age (5-17 years old) National Population
Ethnicity: Hispanic / Non-Hispanic Participants	15.3% / 84.7%	18.7% / 81.3%
Race Native American/Alaska Native	9.3%	1.2%
Asian American	2.3%	3.9%
Black or African American	16.0%	15.6%
Native Hawaiian/Pacific Islander	0.9%	0.2%
White	66.0%	76.4%
Two or More Races	5.6%	2.7%

Service-Learning Institutionalization Index ²	Percentage of Programs		Institutionalization Index Score	
	Typical K-12 Competitive Grantee	K-12 Formula National Average	Typical K-12 Competitive Grantee	K-12 Formula National Average
Has a Service-Learning Advisory Board	50%	51%	0.50	0.51
Has a Service-Learning Coordinator ³	80%	66%	0.80	0.66
Service-Learning is part of the Strategic Plan	88%	77%	0.88	0.77
Service-Learning is part of the Core Curriculum ⁴	71%	54%	0.71	0.54
Technical Assistance is provided for Service-Learning Activities ⁵	63%	52%	0.63	0.52
Institutionalization Index Score Total			3.52	3.00

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve programs for comparison with Census state-level data. For K-12 Competitive data reported, 4.4% of student participants were categorized as Race Unknown.

2 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within this grant program is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

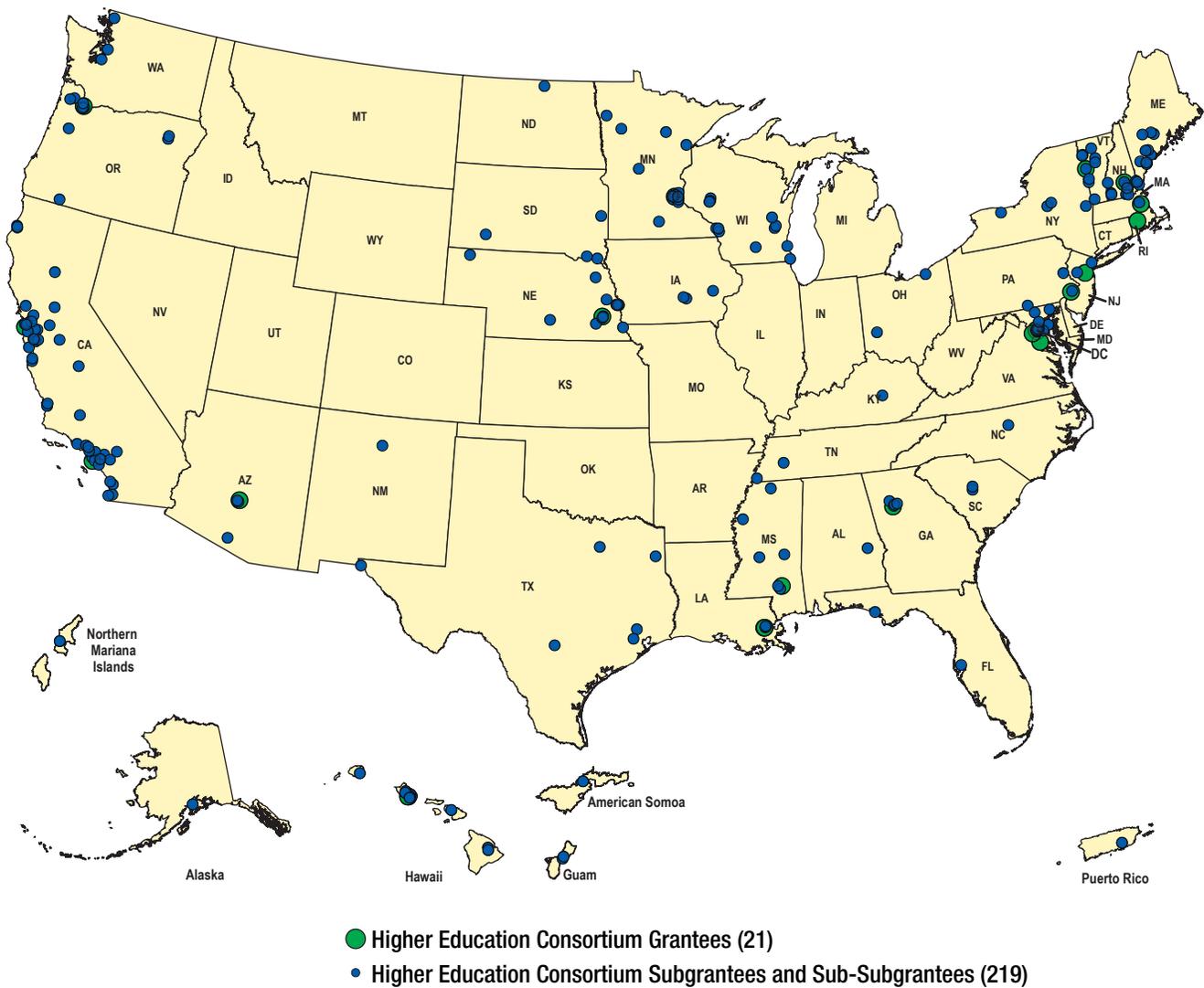
3 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

4 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

5 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

*Higher Education
Consortium Grants*

Distribution of Higher Education Consortium Awards to Learn and Serve America Grantees: Program Year 2005-2006*

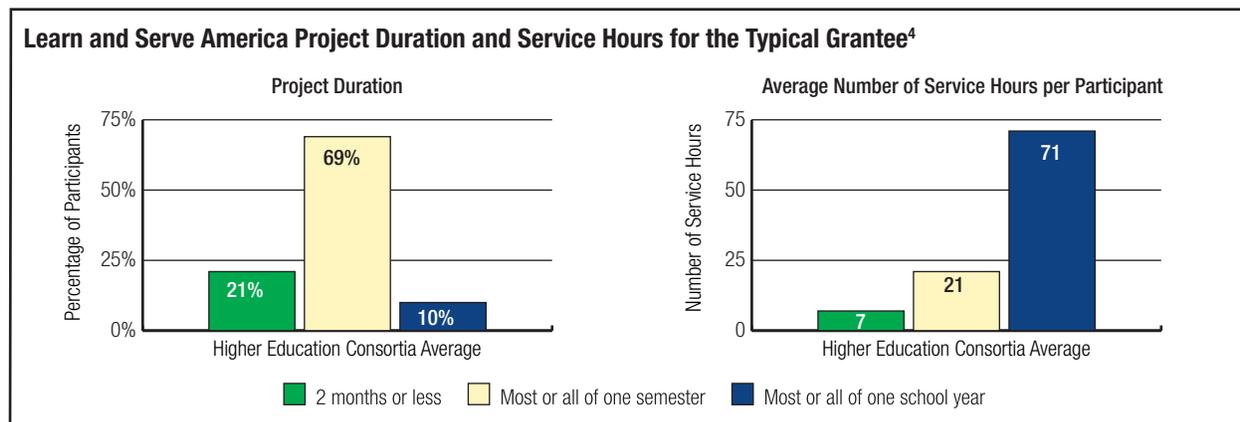


* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

21 Grants Awarded, 2005-2006	Median Grant Award: \$399,821
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Distribution of Learn and Serve Funding Amount for the Typical Grantee¹	
	Percentage
Subgrantees receiving less than \$5,000	16%
Subgrantees receiving \$5,000 to \$9,999	17%
Subgrantees receiving \$10,000 to \$19,999	31%
Subgrantees receiving \$20,000 or more	36%
Number of subgrantee awards for the typical Higher Education Consortium grantee – 10	

Learn and Serve America Student and Adult Participation^{2,3}	
Total number of participants	92,171
Total number of participants for the typical grantee	2,194
Median number of participants per program	200
Total number of Higher Education Service-Learners	78,930
Number of Higher Education Service-Learners for the typical grantee	2,194
Median number of Higher Education Service-Learners per program	166
Total number of faculty and staff	8,835
Number of faculty and staff for the typical grantee	295
Median number of faculty and staff per program	26
Total number of service hours for the typical grantee	62,629



* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Higher Education Consortium grantee. There were 21 Learn and Serve Higher Education Consortium grantees for the 2005-2006 program year. Values were calculated for each of these 21 grantees based on data reported by their subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 21 grants is calculated and then the median number of participants for all grants is reported.

2 Data include those Higher Education Consortium subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 97.1% completed and submitted the survey for the 2005-2006 program year.

3 Service-learning participants include undergraduate and graduate students, K-12 students, faculty, staff and community members.

4 "Programs lasting 2 months or less" includes intensive Summer programs.

Student and Adult Participation by Ethnicity and Race for the Typical HED Consortium Grantee¹		
	Percent Participating in Learn and Serve Programs	Percent College Age (18-25 years old) National Population
Ethnicity: Hispanic / Non-Hispanic Participants	11.2% / 88.8%	17.6% / 82.4%
Race Native American/Alaska Native	3.8%	1.2%
Asian American	10.1%	4.3%
Black or African American	22.0%	14.7%
Native Hawaiian/Pacific Islander	3.9%	0.2%
White	55.9%	77.7%
Two or More Races	4.2%	1.9%

Institutionalization of Service-Learning	
Indicators of Grantee's Institutionalization of Service-Learning	Percentage of programs that have indicators
Has a Service-Learning Advisory Board	58%
Has a Service-Learning Coordinator ²	90%
Service-Learning is part of the Strategic Plan	76%
Service-Learning is part of the Core Curriculum ³	79%
Technical Assistance is provided for Service-Learning Activities ⁴	70%
Service-Learning is included in Professional Development ⁵	48%
Students are involved in Decision-Making ⁶	44%

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve programs for comparison with Census state-level data. For Higher Education Consortia data reported, 12.5% of student participants were categorized as Race Unknown.

2 A service-learning coordinator is defined as a faculty or staff member who coordinates or assists with service-learning activities for multiple courses or classrooms.

3 Service-learning is part of the core curriculum in at least one discipline or major at the institutions reporting.

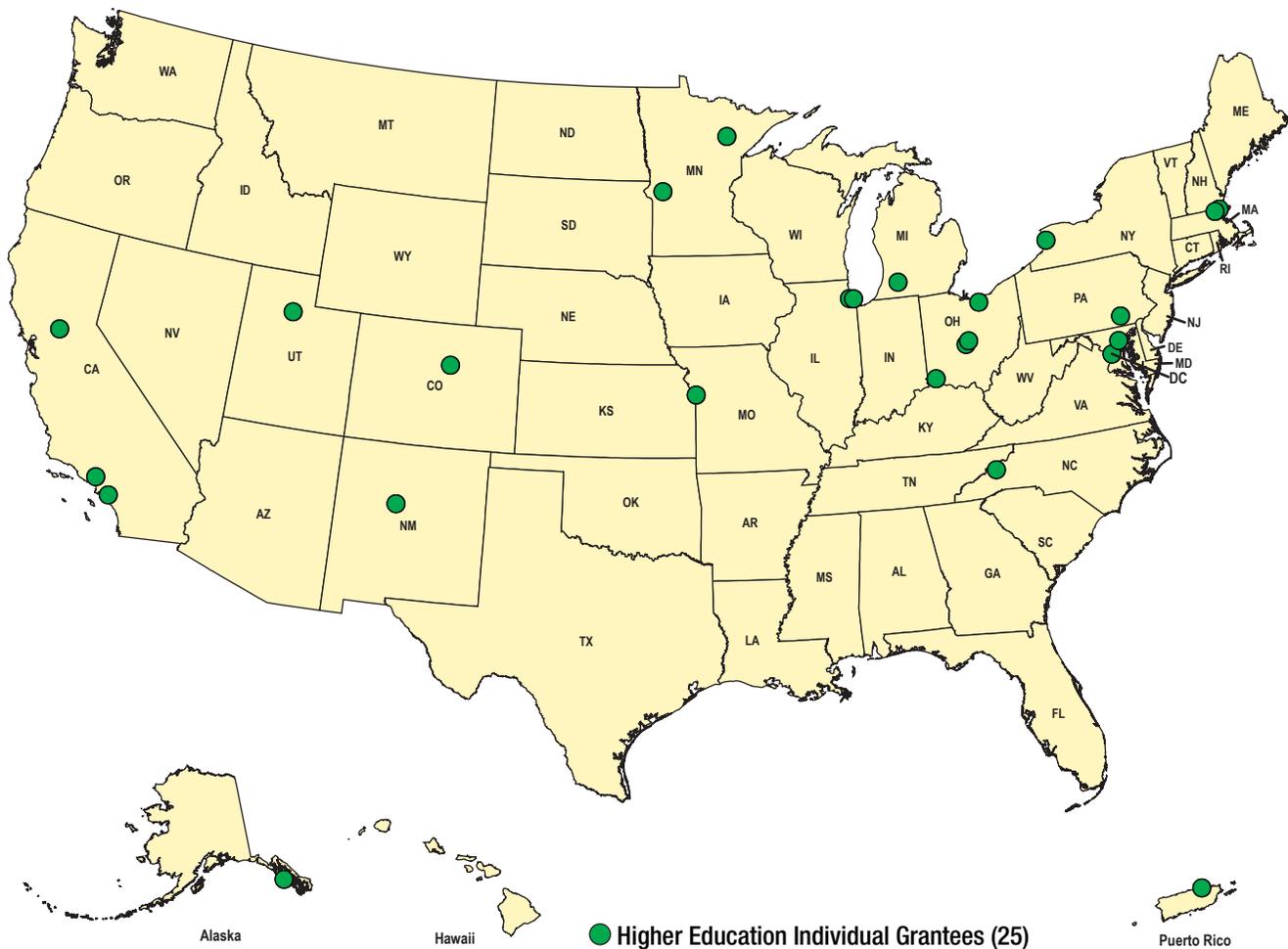
4 Institutions frequently or always provide technical assistance for planning and/or implementing service-learning activities.

5 Institutions frequently or always include service-learning activities in their professional development plans.

6 Students are frequently or always involved in decision-making about the service-learning activities at the institutions, for example as members of advisory councils.

*Higher Education
Individual Institution Grants*

Distribution of Higher Education Individual Awards to Learn and Serve America Grantees: Program Year 2005-2006*



* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

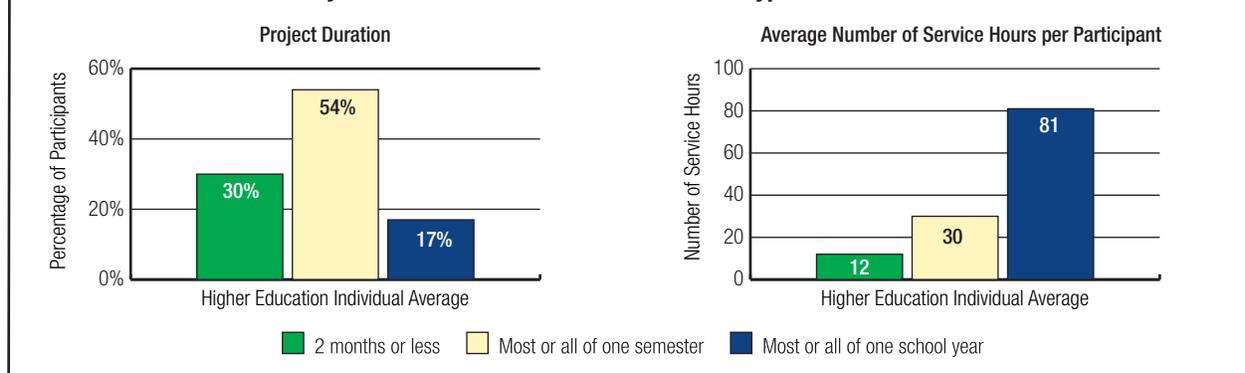
25 Grants Awarded, 2005-2006¹

Median Grant Award: \$124,312

Learn and Serve America Student and Adult Participation^{2,3}

Total number of participants	19,412
Total number of participants for the typical grantee	497
Total number of Higher Education Service-Learners	11,418
Number of Higher Education Service-Learners for the typical grantee	275
Total number of faculty and staff	1,148
Number of faculty and staff for the typical grantee	40
Total number of service hours for the typical grantee	13,320

Learn and Serve America Project Duration and Service Hours for the Typical Grantee⁴



* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 The data presented here are based on grantee reporting for the typical Higher Education Individual grantee. There were 25 Learn and Serve Higher Education Individual grantees for the 2005-2006 program year. Values were calculated for each of these 25 grantees based on data reported, and the median value is reported above.

2 Data include those Higher Education Individual subgrantees that completed and submitted the 2005-2006 LASSIE survey. It does not include those grantees that partially completed the survey or did not officially submit their survey. Of those grantees that were reported through LASSIE, 100% completed and submitted the survey for the 2005-2006 program year.

3 Service-learning participants include undergraduate and graduate students, K-12 students, faculty, staff and community members.

4 "Programs lasting 2 months or less" includes intensive Summer programs.

Student and Adult Participation by Ethnicity and Race for the Typical Higher Education Individual Grantee¹		
	Percent Participating in Learn and Serve Programs	Percent College Age (18-25 years old) National Population
Ethnicity: Hispanic / Non-Hispanic Participants	25.6% / 74.4%	17.6% / 82.4%
Race Native American/Alaska Native	0.7%	1.2%
Asian American	7.0%	4.3%
Black or African American	24.6%	14.7%
Native Hawaiian/Pacific Islander	2.1%	0.2%
White	60.1%	77.7%
Two or More Races	5.5%	1.9%

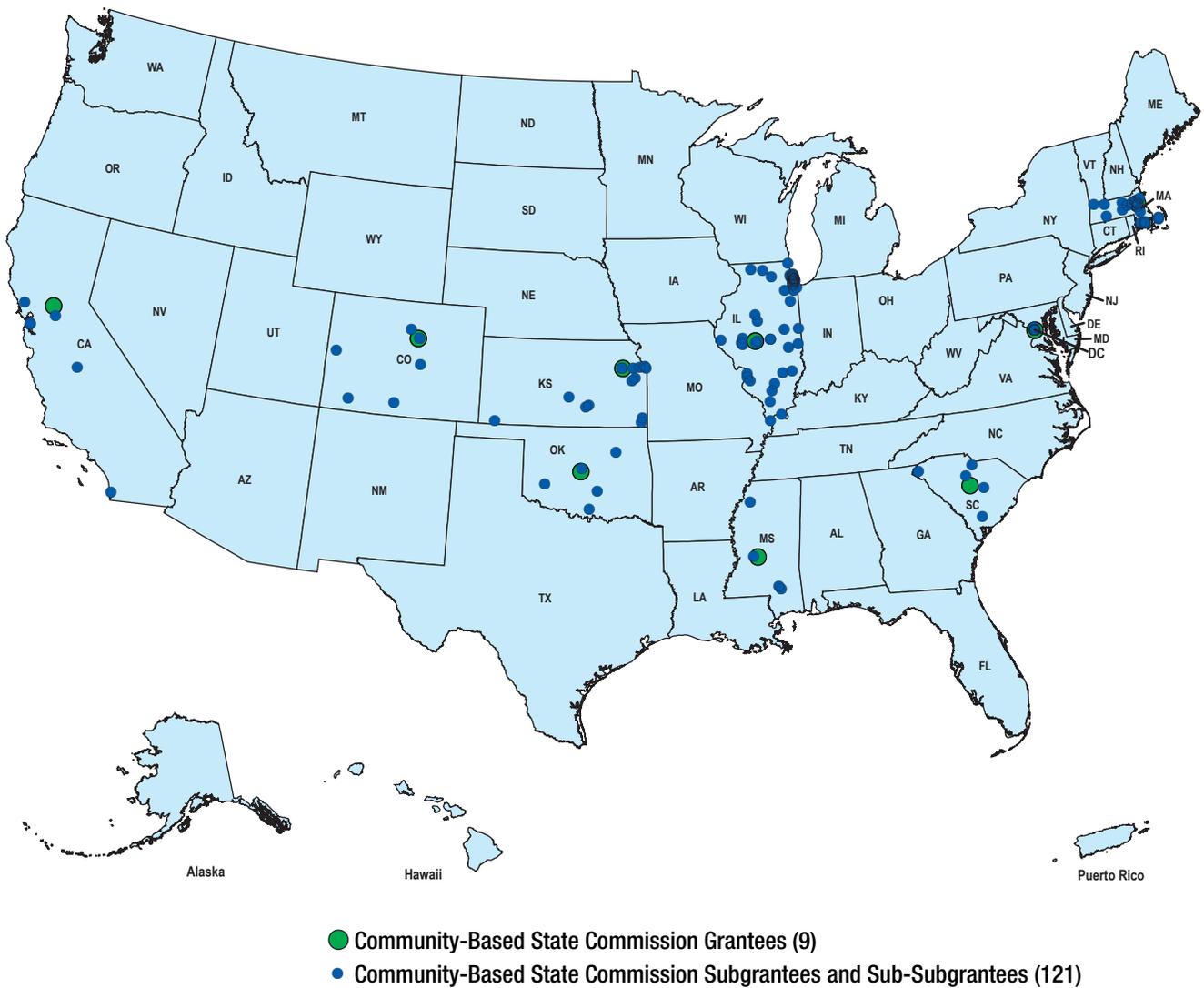
Institutionalization of Service-Learning	
Indicators of Grantee's Institutionalization of Service-Learning	Percentage of programs that have indicators
Has a Service-Learning Advisory Board	64%
Has a Service-Learning Coordinator ²	88%
Service-Learning is part of the Strategic Plan	76%
Service-Learning is part of the Core Curriculum ³	58%
Technical Assistance is provided for Service-Learning Activities ⁴	68%
Service-Learning is included in Professional Development ⁵	45%
Students are involved in Decision-Making ⁶	25%

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

- 1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve programs for comparison with Census state-level data. For Higher Education Individual data reported, 21.8% of student participants were categorized as Race Unknown.
- 2 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.
- 3 Service-learning is part of the core curriculum in at least one subject in at least one discipline or major at the institution reporting.
- 4 The institution frequently or always provides technical assistance for planning and/or implementing service-learning activities.
- 5 Institutions frequently or always include service-learning activities in their professional development plans.
- 6 Students are frequently or always involved in decision-making about the service-learning activities at the institution, for example as members of an advisory council.

***Community-Based
State Commission Grants***

Distribution of Community-Based State Commission Awards to Learn and Serve America Grantees: Program Year 2005-2006*

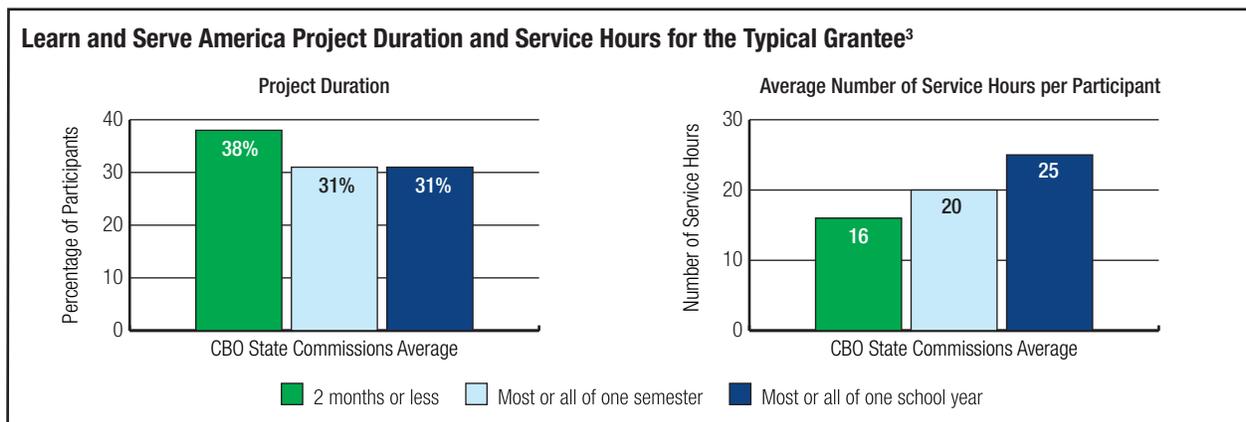


* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006. Includes local subgrants and sub-subgrants.

9 Grants Awarded, 2005-2006	Median Grant Award: \$318,453
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Distribution of Learn and Serve Funding Amount for the Typical Grantee¹	
	Percentage
Subgrantees receiving less than \$5,000	1%
Subgrantees receiving \$5,000 to \$9,999	39%
Subgrantees receiving \$10,000 to \$19,999	29%
Subgrantees receiving \$20,000 or more	31%
Number of subgrantee awards for the typical Community-Based State Commissions grantee – 13	

Learn and Serve America Student and Adult Participation²	
Total number of student participants	14,943
Total number of student participants for the typical grantee	1,611
Median number of student participants per program	58
Total number of teachers/staff involved with Learn and Serve programs	1,002
Number of teachers/staff for the typical grantee	70
Median number of teachers/staff per program	5
Total number of service hours for the typical grantee	31,220



* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Community-Based State Commission grantee. There were 9 Learn and Serve Community-Based State Commission grantees for the 2005-2006 program year. Values were calculated for each of these 9 grantees based on data reported by subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 9 grants is calculated and then the median number of participants for all grants is reported.

2 Data include those Community-Based State Commission subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 99.2% completed and submitted the survey for the 2005-2006 program year.

3 "Programs lasting 2 months or less" includes intensive Summer programs.

Student and Adult Participation by Ethnicity and Race for the Typical CBO State Commissions Grantee¹		
	Percent Participating in Learn and Serve Programs	Percent School Age (5-17 years old) National Population
Ethnicity: Hispanic / Non-Hispanic Participants	22.7% / 77.3%	18.7% / 81.3%
Race Native American/Alaska Native	1.2%	1.2%
Asian American	2.6%	3.9%
Black or African American	45.2%	15.6%
Native Hawaiian/Pacific Islander	0.3%	0.2%
White	41.4%	76.4%
Two or More Races	9.3%	2.7%

Institutionalization of Service-Learning	
Indicators of Grantee's Institutionalization of Service-Learning	Percentage of programs that have indicators
Has a Service-Learning Advisory Board	62%
Has a Service-Learning Coordinator ²	76%
Service-Learning is part of the Strategic Plan	72%
Service-Learning is part of the Core Curriculum ³	94%
Technical Assistance is provided for Service-Learning Activities ⁴	58%
Service-Learning is included in Professional Development ⁵	56%
Youth are involved in Decision-Making ⁶	79%

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve programs for comparison with Census state-level data. For Community-Based State Commission data reported, 5.8% of student participants were categorized as Race Unknown.

2 A service-learning coordinator is defined as a staff member who coordinates or assists with service-learning activities for multiple programs or departments.

3 Service-learning is part of the activities for youth in at least one program or department in the organizations reporting.

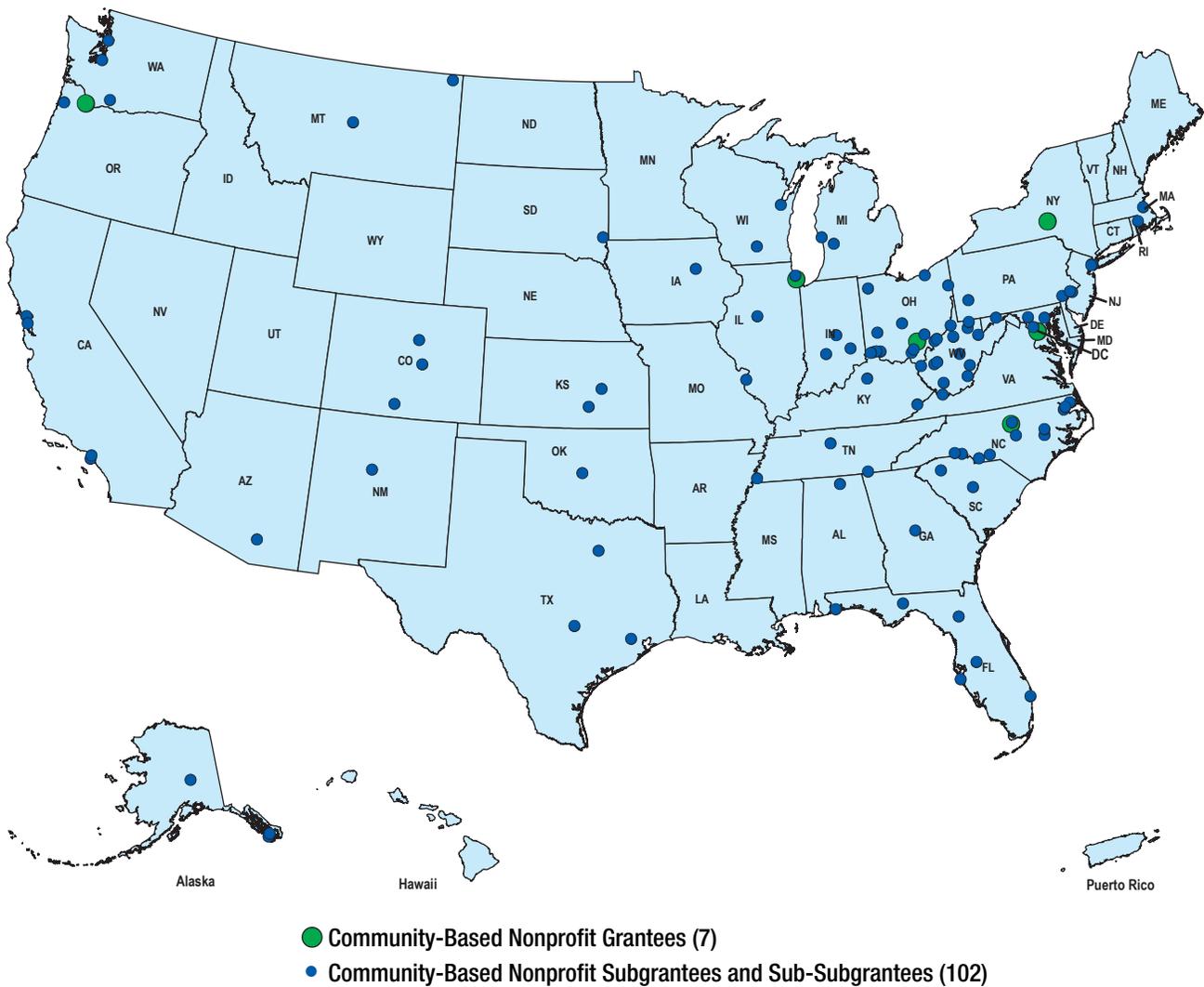
4 Organizations frequently or always provide technical assistance for planning and/or implementing service-learning activities.

5 Organizations frequently or always include service-learning activities in their professional development plans.

6 Youth are frequently or always involved in decision-making about the service-learning activities at the organizations, for example as members of advisory councils.

***Community-Based
Nonprofit Organization Grants***

Distribution of Community-Based Nonprofit Awards to Learn and Serve America Grantees: Program Year 2005-2006*

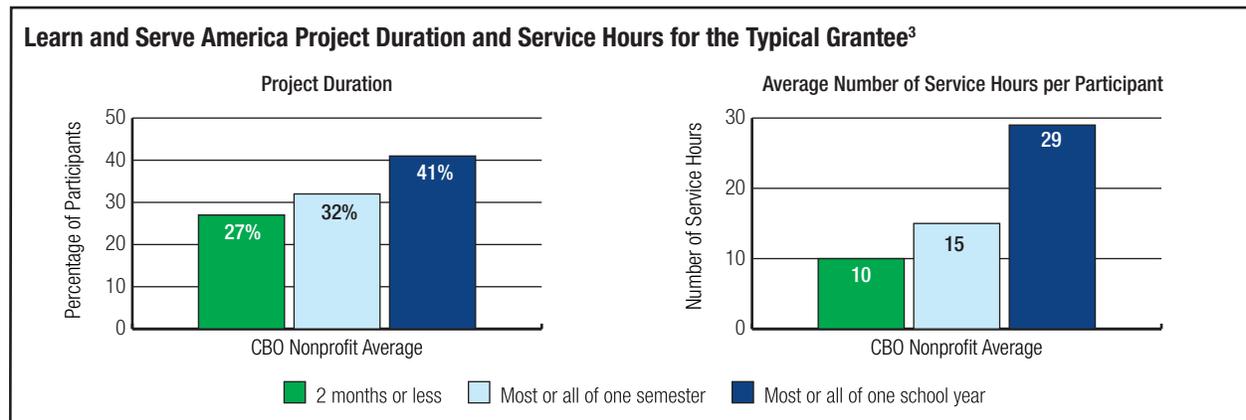


* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006. Includes local subgrants and sub-subgrants.

7 Grants Awarded, 2005-2006	Median Grant Award: \$333,426
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Distribution of Learn and Serve Funding Amount for the Typical Grantee¹	
	Percentage
Subgrantees receiving less than \$5,000	2%
Subgrantees receiving \$5,000 to \$9,999	53%
Subgrantees receiving \$10,000 to \$19,999	23%
Subgrantees receiving \$20,000 or more	23%
Number of subgrantee awards for the typical Community-Based Nonprofit grantee – 15	

Learn and Serve America Student and Adult Participation²	
Total number of student participants	15,834
Total number of student participants for the typical grantee	613
Median number of student participants per program	51
Total number of teachers/staff involved with Learn and Serve programs	539
Number of teachers/staff for the typical grantee	41
Median number of teachers/staff per program	4
Total number of service hours for the typical grantee	26,948



* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Community-Based Nonprofit grantee. There were 7 Learn and Serve Community-Based Nonprofit grantees for the 2005-2006 program year. Values were calculated for each of these 7 grantees based on data reported by subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 7 grants is calculated and then the median number of participants for all grants is reported.

2 Data include those Community-Based Nonprofit subgrantees and sub-subgrantees that completed and submitted the 2005-2006 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 99.0% completed and submitted the survey for the 2005-2006 program year.

3 "Programs lasting 2 months or less" includes intensive Summer programs.

Student and Adult Participation by Ethnicity and Race for the Typical CBO Nonprofit Grantee¹		
	Percent Participating in Learn and Serve Programs	Percent School Age (5-17 years old) National Population
Ethnicity: Hispanic / Non-Hispanic Participants	12.9% / 87.1%	18.7% / 81.3%
Race Native American/Alaska Native	1.3%	1.2%
Asian American	4.0%	3.9%
Black or African American	34.4%	15.6%
Native Hawaiian/Pacific Islander	0.3%	0.2%
White	52.9%	76.4%
Two or More Races	7.2%	2.7%

Institutionalization of Service-Learning	
Indicators of Grantee's Institutionalization of Service-Learning	Percentage of programs that have indicators
Has a Service-Learning Advisory Board	37%
Has a Service-Learning Coordinator ²	73%
Service-Learning is part of the Strategic Plan	77%
Service-Learning is part of the Core Curriculum ³	94%
Technical Assistance is provided for Service-Learning Activities ⁴	54%
Service-Learning is included in Professional Development ⁵	71%
Youth are involved in Decision-Making ⁶	70%

* For reporting purposes in this document, program year 2005-2006 spans July 1, 2005 through June 30, 2006.

1 While both Learn and Serve America and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for Learn and Serve programs for comparison with Census state-level data. For Community-Based Nonprofit data reported, 7.9% of student participants were categorized as Race Unknown.

2 A service-learning coordinator is defined as a staff member who coordinates or assists with service-learning activities for multiple programs or departments.

3 Service-learning is part of the activities for youth in at least one program or department in the organizations reporting.

4 Organizations frequently or always provide technical assistance for planning and/or implementing service-learning activities.

5 Organizations frequently or always include service-learning activities in their professional development plans.

6 Youth are frequently or always involved in decision-making about the service-learning activities at the organizations, for example as members of advisory councils.

